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UNITED STATES ARMY RESERVE NURSE SATISFACTION AND RETENTION

BY

JEAN R. MILLER

AND

CAROL A. ASHTON

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13. ABSTRACT (Maximum 200 words) The purpose of this descriptive study was to determine what influenced nurses to join the United States Army Reserve (USAR) and the extent to which the following variables affected satisfaction and retention: unit and individual characteristics, military benefits, and commitment to the Army Nurse Corps (ANC). A stratified random sample consisting of 1520 nurses responded to a questionnaire developed and tested for validity and reliability by the investigators. Chi square and stepwise regression were used to analyze the effect of the independent variables on satisfaction and retention. Data from the open-ended questions were processed through qualitative analyses. The results indicated that 76% will probably/definitely remain in the Reserve in the coming year. Commitment to the ANC and financial benefits (current and retirement) were the most important reasons for joining and remaining in the Reserve. The work environment, especially cohesion, work requirements, and flexible training options were also important variables that affected nurses' intent to remain in the USAR. Issues of concern were unit leadership and management, training, and professional development.				
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UNITED STATES ARMY RESERVE

NURSE SATISFACTION AND RETENTION

By

Jean R. Miller, Ph.D., R.N.
Dean and Professor
College of Nursing
The University of Rhode Island

LTC(P), Army Nurse Corps
IMA, Office of the Surgeon General

and

Carol A. Ashton, Ph.D., R.N.
Director of Nursing Research
LDS Hospital, Salt Lake City, Utah

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DISCLAIMER

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TABLE OF CONTENTS

List of Tables	ii
List of Figures	iv
Acknowledgments	v
Summary	vi
I. Introduction	1
A. Background	1
B. Purpose and Objectives	3
C. General Approach	4
II. Technical Discussion	5
A. Theoretical Framework, Definitions and Hypotheses	5
B. Population and Sample	6
C. Instrument	10
D. Analysis	17
III. Summary of Results	17
A. Results of Quantitative Analyses	17
B. Results of Qualitative Analyses	40
C. Discussion	44
IV. Conclusions and Recommendations	46
A. Conclusions	46
B. Recommendations	46
C. Further Investigations	48
V. References	49
Appendix A: Frequency Tables	51
Appendix B: Questionnaire	52

LIST OF TABLES

1	Population and sample	7
2	Comparison of original and follow-up groups on selected satisfaction items	8
3	Army region	8
4	Type of Reserve unit	9
5	Current rank	9
6	Civilian employment status	10
7	Variables and related questions	11
8	Relationship of questions to factors on recruitment benefits	14
9	Relationship of questions to factors on satisfaction	15
10	Relationship of questions to factors on military benefits	16
11	Relationship of question items to commitment	16
12	Importance of benefits that influenced nurses' decisions to join the USAR	19
13	Intentions for coming year	20
14	Intentions for retirement	21
15	Year dissatisfaction first experienced	22
16	Reasons for leaving	23
17	Relationship of demographic variables to intent to remain in or leave the Reserve unit in the coming year and until retirement ($p = \leq 0.01$)	24

18	Percent satisfied with leadership, management, cohesion, flexibility, work requirements and professional development	26
19	Overall satisfaction	27
20	Importance of current military benefits	28
21	Relationship of demographic variables to satisfaction variables ($p = \leq 0.01$)	30
22	Relationship of demographic variables to satisfaction factors ($p = \leq 0.01$)	31
23	Relationship of demographic variables to importance of military benefits ($p = \leq 0.01$)	33
24	Relationship of demographic variables to commitment to the ANC ($p = \leq 0.01$)	34
25	Relationship of satisfaction, benefits, and commitment to intent to stay in or leave the Reserve unit in the coming year	35
26	Stepwise logistic regression for prediction of variables that affect intent to stay in or leave the Reserve unit in the coming year	36
27	Relationship of satisfaction, benefits, and commitment to intent to remain in the Reserve until retirement	37
28	Stepwise logistic regression for prediction of factors that affect intent to remain in the Reserve until retirement	37
29	Relationship of cohesion, commitment, and work requirements to intent to remain in the Reserve in the coming year	38
30	Relationship of years in the military, commitment, flexibility, and financial benefits to intent to remain in the Reserve until retirement	39

LIST OF FIGURES

1	Theoretical framework	5
2	Factors that predict intent to remain in current status during the coming year	36
3	Factors that predict intent to remain in the military until retirement	38
4	Factors that predict intent to remain in current status during the coming year	39
5	Factors that predict intent to remain in the USAR until retirement	40

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Many others had a part in this study. Planning occurred with ANC leaders from Army Reserve Personnel Center; Forces Command; Office of the Chief, Army Reserve; Office of the Surgeon General; and selected units. Nurses in the 328th General Hospital, Salt Lake City, Utah, participated in several drafts of the questionnaire. Others from across the country were involved in testing the pilot questionnaire. Assistance with item writing was received from personnel at the U.S. Army Support Center.

Technical assistance came from a number of people. Nina Kajiji provided statistical consultation and computer analyses. Lieutenant Colonel Elaine Barber and Shabbir Dawoodbhai analyzed the qualitative data. Jeanne Chappel typed the manuscript and tables. And Kitty Collins from Batelle provided information and support throughout the duration of the project.

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SUMMARY

The overall purpose of this study was to determine what influenced nurses to join the United States Army Reserve (USAR) and the extent to which unit and individual characteristics, satisfaction with military experiences in troop program units, military benefits, and commitment to the Army Nurse Corps (ANC) affected retention in the USAR. A descriptive design was used. A stratified random sample consisting of 2,231 subjects was contacted from a population of 7,000 nurses in the USAR. There was a 64% return rate. A questionnaire was developed and tested for validity and reliability (coefficient alpha = 0.53-0.90). Chi square was used to analyze contingency tables and stepwise regression was used to predict retention ($p = \leq 0.01$).

The results indicated that 76% will probably/definitely remain in the Reserve in the coming year, 20% will transfer, 2% will retire, and 2% will leave. The factors that predicted intent to stay for the coming year were commitment to the ANC, financial benefits, the work environment of the unit, and the unit management. The factors that predicted intent to stay until retirement were number of years in the military, commitment to the ANC, financial benefits, and work environment. When the variables that made up work environment were entered into the equation, unit cohesion, commitment, and work requirements were predictive of intent to remain in the coming year. Similarly, the variables that best predicted intent to remain until retirement were years in the military, commitment to the ANC, flexibility of training, and financial benefits. The factors that most influenced the respondents to join the USAR were financial rewards (retirement and monthly income) and patriotism.

The quantitative data also indicated that nurses were most satisfied with their supervision, chief nurse leadership skills, sense of belonging to the unit and USAR, the type of work they did in the unit, and their learning at annual training. Their dissatisfaction centered around poor communication, paperwork inefficiency, inflexible annual training, inadequate resources to support their work, and limited training regarding the care of combat casualties. Of those who had experienced dissatisfaction (69%), 31% experienced dissatisfaction in their first year in the USAR.

The nurses wrote extensive comments in response to the open-ended questions. Issues that directly related to unit leadership and management were of primary concern. Training and professional development issues were the second priority of concern. Benefits ranked lower in terms of frequency of comments. However, they were the most important reason for remaining in the Reserve but not the primary reason for leaving or for feeling satisfied.

Recommendations based on the results of this study were suggested for the various organizational levels, i.e., USAR, ANC, and troop program units (TPUs). These recommendations are focused on ways to increase nurse satisfaction and, ultimately, retention in the USAR and to provide information to USAREC on the impact of financial and professional benefits on retention levels of the unit.

I. INTRODUCTION

A. BACKGROUND

Need

In December 1988, it was reported in a study commissioned by the Secretary of Health and Human Services that the nursing shortage was "real, widespread, and of significant magnitude" (Secretary's Commission on Nursing, 1988). The commission felt that the shortage was primarily the result of increased demand rather than a contraction of supply and that projections for the future were not encouraging. These findings suggested that there would be increased competition for registered nurses and that retention of nurses would be of utmost importance. Because the seriousness of the situation had been recognized earlier by leaders in the Army Nurse Corps (ANC), plans were made to assess satisfaction and retention of nurses in the United States Army Reserve (USAR). This resulted in the study that is described in this report. Both military and civilian studies of nurse satisfaction and retention guided the development of the present study.

Military Studies

A survey of 1,360 randomly selected National Guard (NG) and USAR nurses was conducted in 1982 to assess mobilization training needs, assets, and problems related to recruitment and retention (Slewitzke, 1982). The three most important factors that influenced nurses to join the NG and USAR were financial rewards (additional income now and during retirement) and the opportunity to serve one's country. A large percentage (60% NG and 68% USAR) stated that they were not planning to leave. The strongest influences to remain in the NG and USAR were financial rewards (added income now and during retirement), professional development in both leadership and specialized training, and the opportunity to serve.

Nurses were included in the 1986 Reserve Components Surveys, although the findings were not reported on specific corps. The results indicated that 87% of the officers intended to remain in their current status for the upcoming year and 70% indicated a high intention to continue Reserve obligation at the end of their current term. Reservists cited financial considerations and intangible factors as the main reasons for staying. Over 59% of the officers were satisfied with their overall NG/USAR experience. Eighty-nine percent were satisfied with the opportunity to serve their country and 91% were satisfied with the acquaintances and friendships they developed in the Guard and Reserve (McCalla et al, 1986).

A report of Reserve military nurses in all the services indicated that each year about 93% of Selected Reserve nurses annually remain in the Selected Reserve. Eleven recommendations to improve Reserve military nurse accession and retention rates were given. Increased flexibility of training opportunities was suggested as an important method for increasing retention (Pickett and Smith, 1989).

Active duty nurses in the ANC were surveyed in 1989 to ascertain satisfaction with the current system. It will be interesting to compare the results of this study with the present USAR study when the formal report is available (Proud to Care, 1989).

Civilian Literature

The turnover and retention literature on civilian employees was reviewed to ascertain which variables would be most helpful in predicting retentions among nurses in the USAR. Mobley, Griffeth, Hand, and Meglino (1979) reviewed the turnover literature prior to 1979 and analyzed the employee turnover process. They found that age, tenure, overall satisfaction, job content, intentions to remain on the job, and commitment were consistently and negatively related to turnover.

Price and Mueller (1981) suggested a causal model of turnover for civilian nurses. On the basis of a longitudinal study of 1,091 registered nurses in seven hospitals, they found that the major determinants of turnover were intent to stay, opportunity, general training, and job satisfaction.

Weisman, Alexander, and Chase (1984) surveyed 1,259 nurses in two university-affiliated hospitals and found that perceived autonomy, job satisfaction, intent to leave the hospital, and turnover was a sequence of outcomes reflecting the successive stages of a nurse's decision to resign. Both personal characteristics and job-related attributes were predictive at various stages of the process.

Curry et al (1985) found in a sample of 841 nurses from five hospitals that intent to leave had a strong direct effect on turnover, while kinship responsibility, job satisfaction, and organizational commitment had indirect effects on turnover through intent to leave. Task repetitiveness, autonomy, promotional opportunities, and fairness of rewards were important determinants of job satisfaction.

Parasuraman (1989) developed an integrated model of turnover based on her study of 307 nurses in a metropolitan hospital. She found that personal, organizational, and job experience variables influenced voluntary turnover indirectly through their effects on the following variables: perceived stress, job satisfaction and organizational commitment, and intention to leave.

There are thousands of articles and studies on work satisfaction, but there is not a universally accepted theory in nursing. Stamps and Piedmonte (1986) grouped the theoretical orientations from occupational sociology into three categories: the need fulfillment theory, the social reference group theory, and the two-factor theory. In the need fulfillment theory, work satisfaction is a function of the degree to which personal needs are met in the work situation (Korman, 1971). In the social reference group theory, satisfaction is a function of the magnitude of the discrepancy between the real and expected outcomes. The expected outcomes are determined by comparing one's work and rewards to others doing a similar job; dissatisfaction may be caused by over-rewarding as well as under-rewarding (Adams, 1973). In the two-factor theory, motivational factors (recognition, growth, and advancement) influence satisfaction, and hygiene factors (interpersonal relationships, pay, and status) influence dissatisfaction (Herzberg et al, 1959). All of the theories within the above groupings contributed to the understanding of work satisfaction in the USAR, but none seemed sufficient in and of itself.

The variables from the theories and the subsequent studies that most adequately described work satisfaction in nursing centered on the strength of the nurses' call or commitment to nursing, pay, autonomy, task requirements, organizational policies, professional status, and interaction (Stamps and Piedmont, 1986). These variables formed the basis for the satisfaction questions in the present study.

The literature on commitment was also reviewed because commitment has been cited repeatedly as an important variable in civilian and Army nurse retention studies. This variable was viewed in a number of ways, but the most applicable to the present study was Sorenson's (1985) dissertation, in which commitment was defined as the degree of an individual's identification with and involvement in a particular organization. Sorenson surveyed 578 nurses in a large military, teaching hospital to determine the constructs that affected commitment. He found that 43% of the variance in commitment was explained by job satisfaction; job opportunity; professionalism; general training; kinship responsibility; integration; volition; irrevocability; sacrifice; routinization; job and work unit centralization; downward, upward, and horizontal communication; pay; distributive justice; and promotional opportunity.

As can be seen in the above studies, most of the variables were grouped around organizational and personal characteristics, work satisfaction, and commitment to the organization or profession. Therefore, these variables formed the framework for the proposed study.

B. PURPOSE AND OBJECTIVES

The overall purpose of this study was to determine what influenced nurses to join the Reserve and the extent to which unit and individual characteristics, satisfaction with military experiences in troop program units, military benefits, and commitment to the ANC affect retention in the USAR. The objectives were to answer the following questions:

1. What military benefits most influenced nurses' decisions to join the USAR?
2. What is the comparison between nurse Reservists' "intent to remain" versus "intent to leave current status" within the coming year and before retirement?
3. When do nurses first experience dissatisfaction with the Reserve, if at all?
4. What reasons do nurses cite for leaving the Reserve?
5. How do those who intend to remain versus those who intend to leave their current status compare on unit and individual characteristics?
6. How satisfied are nurse Reservists with their experiences in the USAR?
7. How important are military benefits to nurse Reservists?
8. How do unit and individual characteristics relate to satisfaction, commitment to the ANC, and the importance of military benefits?
9. To what extent do selected unit and individual characteristics, satisfaction, military benefits, and commitment predict retention in the USAR?
10. What suggestions do nurse Reservists have for improving satisfaction and retention?

C. GENERAL APPROACH

A descriptive survey design guided the organization of the study. A 100-item questionnaire, developed and tested for validity and reliability by the investigators, was mailed to a stratified random sample of 2,231 nurses representing a population of 6,732 nurses in troop program units of the USAR. Data were

analyzed through the use of descriptive statistics, the chi square statistic, factor analysis, and regression analysis. The details related to these steps are in the following technical discussion.

II. TECHNICAL DISCUSSION

A. THEORETICAL FRAMEWORK, DEFINITIONS, AND HYPOTHESES

The theoretical framework was based on concepts that were frequently reported as important in nurse satisfaction and retention studies. These concepts were unit and individual characteristics, commitment, benefits, satisfaction, and retention. The direction of the proposed relationships can be seen in figure 1. Since these are broad concepts, a number of components/variables were included within the definition of the concepts.

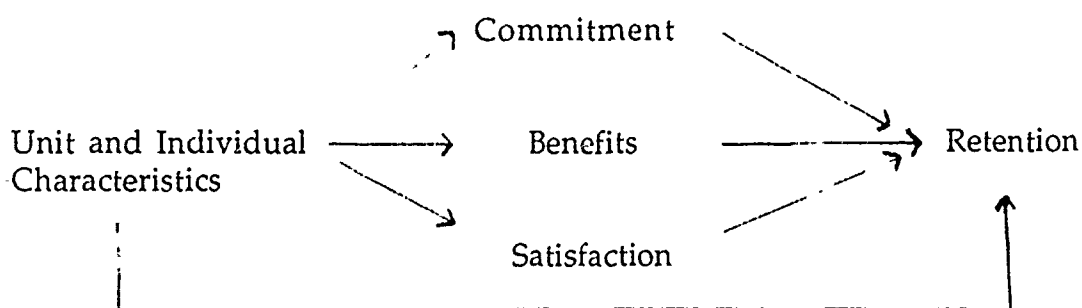


Figure 1. Theoretical Framework

The concepts were defined as follows:

Unit and individual characteristics: attributes that delineated persons or groups according to type of reserve unit, Army region, rank, years in military service, years in active duty, years in the Reserve, distance from home to the unit, primary position in the unit, number of military courses, civilian employment status, place of employment, type of civilian position, level of education, racial/ethnic background, total good years (50 points/year), points last year, flexibility of civilian supervision, number of children at home, marital status, years spouse has been in military, age, and sex.

Commitment: a state of dedication to the mission of the ANC.

Benefits: opportunities in the military that are personal, professional, educational, and financial.

Satisfaction: contentment with one's work environment (leadership, management, cohesion, flexibility), work requirements, unit resources, and activities related to professional development.

Retention: the intent to remain in one's current military status versus the intent to leave within the coming year and before retirement.

The research hypotheses were as follows:

1. Unit and individual characteristics are related to commitment, importance of benefits, satisfaction with the USAR, and retention.
2. The greater the degree of satisfaction, the more likely nurses are to remain in the Reserve in the coming year and until retirement.
3. The greater the importance of benefits, the more likely nurses are to remain in the Reserve in the coming year and until retirement.
4. The greater the commitment to the ANC the more likely nurses are to remain in the USAR in the coming year and until retirement.

B. POPULATION AND SAMPLE

The population consisted of 6,732 nurses in the USAR. A stratified random sample of 2,231 nurses was selected from the population. The sample was stratified according to rank so that there would be sufficient numbers in each rank and a sample size large enough to allow the model to detect significant relationships at the 0.05 level of significance, should they exist in the population.

The sampling plan and the return rate are given in table 1. Nurses in the company-grade ranks were over-sampled to account for the possibility of a lower return rate. Nurses who did not complete the questionnaire on the original mailing were sent another copy. Those who did not complete the second request were sent a short form of the questionnaire in which selected questions were taken from the long form. Of the 2,231 subjects who were contacted, 1,131 (51%) responded to the long form of the questionnaire and 389 (17%) responded to the follow-up short form for a total return of 68%.

Table 1. Population and sample

Rank	Population	Sample	Returns	Percent Returned
01	1,862	481	158	33
02	1,363	460	235	51
03	1,476	495	232	47
04	1,448	426	243	57
05	471	267	185	69
06	<u>112</u>	<u>102</u>	<u>78</u>	<u>77</u>
	6,732	2,231	1,131	51
		+ short form = 389	1,520	68

Subjects who completed the short and long forms of the questionnaire were compared to assess similarities and differences on key questions (table 2). Duncan's multiple range test was used to determine if the means for the answers on the selected questions were significantly different for the two groups. There were no statistically significant differences at the ≤ 0.05 probability level on four of seven satisfaction questions. However, there were statistically significant differences ($p = \leq 0.00$) on the questions regarding years in the Reserve (mean = 2.4 versus 2.8 years for the follow-up group), unit teamwork and cooperation (mean = 3.1 versus 3.4 for the follow-up group on a five-point scale), and overall satisfaction (2.2 versus 2.6 for the follow-up group on a five-point scale). The members of the follow-up group appeared to have been in the Reserve about five months longer than those that completed the long form, had slightly better teamwork and cooperation, and were somewhat more satisfied with their time in the Reserve. Although these differences on three of the nine items were statistically significant, the differences were not extensive enough to deduce that subjects who answered the long form were significantly different from those who answered the short-form sample.

Table 2. Comparison of original and follow-up groups on selected satisfaction items

Satisfaction Item	Question No.	MEAN		P
		Original Group	Follow-up Group	
Assigned work	33	3.47	3.47	0.925
Teamwork in unit	36	3.13	3.35	0.003
Flexible alternatives for annual training	4	2.74	2.81	0.400
Work of full-time personnel	52	2.90	2.96	0.456
Training on care of combat casualties	56	2.80	2.92	0.076
Peer relationships	57	3.23	3.39	0.026
Overall satisfaction	93	2.58	2.24	0.000

Range = 1 (low) - 5 (high); N = 1129 for original group; N = 382 for follow-up group.

The sample is described in tables 3-6; however, further details can be found in Appendix A on the frequency distributions for each question. The largest number of subjects (31%) came from First Army in the Eastern region of the United States and from General Hospital Units (48%). Since the sample was randomly stratified by rank, there was a relatively even distribution of subjects by rank.

Table 3. Army region

	FREQUENCY	PERCENT
First Army	353	31.3
Second Army	153	13.6
Fourth Army	150	13.3
Fifth Army	174	15.4
Sixth Army	178	15.8
Alaska	4	0.4
I Don't Know	117	10.4
	1,129	100.0

Table 4. Type of Reserve unit

	FREQUENCY	PERCENT
Station Hospital	125	11.2
Field Hospital	122	10.9
Combat Support Hospital	76	6.8
Evacuation Hospital	100	9.0
General Hospital	531	47.6
US Army	106	9.5
Headquarters	43	3.9
Nonmedical Unit	<u>12</u>	<u>1.1</u>
	1,115	100.0

Table 5. Current rank

	FREQUENCY	PERCENT
Second Lt.	158	14.0
First Lt.	235	20.8
Captain	232	20.5
Major	243	21.5
Lt. Colonel	185	16.4
Colonel	<u>78</u>	<u>6.9</u>
	1,131	100.0

Table 6 . Civilian employment status

Status	FREQUENCY	PERCENT
Full-Time in Nursing	825	73.3
Part-Time in Nursing	152	13.5
Full-Time Not Nursing	81	7.2
Part-Time Not Nursing	10	0.9
Not Currently Employed	29	2.6
Retired	1	0.1
Student	27	2.4

C. INSTRUMENT

No instrument was found in the literature that could fully answer the research questions. Therefore, a questionnaire was developed to elicit demographic information concerning nurse Reservists and their Reserve units. Opinions related to benefits, satisfaction with the USAR and commitment to the ANC, and intentions to remain or leave the USAR. Four subjective questions were included to give the respondents a chance to present information that might have been missed in the objective section of the questionnaire.

The usual steps for the development of questionnaires were followed. The principal investigator met with national Army nursing leaders and Reservists in local units to determine what information should be sought in the questionnaire. Previous studies on nurse satisfaction and retention also guided the selection of concepts and variables. The questions were developed, sequenced, and subjected to expert review. The questionnaire was pretested in the 328th General Hospital, Salt Lake City, and administered to over a hundred participants at the 94th Annual Meeting of the Association of Military Surgeons of the United States. The questionnaire was scored and further modifications were made. The final draft was submitted to

the Survey Approval Authority at the U.S. Army Soldier Support Center, where additional changes were made and final approval was granted. The questionnaire can be found in Appendix B.

The instrument was divided according to the following sections: demographic, recruitment benefits, satisfaction, current benefits, commitment, and retention. Questions in the section on recruitment and current benefits were related to personal and professional development, education, and finances. The variables covered in the section on satisfaction with the USAR included leadership, management, cohesion, flexibility, work requirements, and professional development. Three questions were included on commitment, and retention referred to the Reservist's intent to remain in current status for the coming year and until retirement. The questions related to each of these variables are listed in table 7.

Table 7. Variables and related questions (continued on next page)

Variable/Item	Item Number in Questionnaire
RECRUITMENT BENEFITS	
<u>Personal and Professional Development</u>	
Professional recognition of my work	25
Leadership experience	29
Means to enhance my self-worth	24
Group membership identity	28
Professional contacts	26
Specialized military training	31
Varied clinical experiences	30
Acquaintances/friendships	27
Promotion opportunities	32
<u>Educational Benefits</u>	
Money to pursue a degree	17
Money to pay an educational loan	18
Funds for continuing education courses	19
<u>Financial Benefits</u>	
Military retirement benefits	22
Additional income	16
Exchange (PX) and commissary privileges	23

Table 7. (continued)

Variable/Item	Item Number in Questionnaire
SATISFACTION	
<u>Leadership</u>	
Ability of unit leaders to get people to work together	63
Unit leaders' concern about my welfare	47
Morale in my unit	40
Leadership skills of the chief nurse	42
Communication about upcoming events	37
Feedback about my performance	58
Supervision of my activities during drills	34
<u>Management</u>	
Procedure for administering Officer Evaluation Ratings (OERs)	38
The way full-time manning personnel do their assignments	52
The way paperwork is handled (i.e., school applications, personnel file, orders)	59
Pay procedures	51
<u>Cohesion</u>	
Unit cohesion at annual training	62
Sense of belonging to my unit	50
Teamwork and cooperation in the unit Department of Nursing	46
Teamwork and cooperation in my unit	36
Sense of belonging to the Army Reserve	60
<u>Flexibility</u>	
Attitudes that support flexible approaches to accomplish the unit mission	61
Freedom to use flexible training approaches	54
Flexible alternatives for annual training	41
<u>Work Requirements</u>	
The type of work assigned to me	33
The clarity of what I am assigned to do during drills	48
The amount of work I am expected to do	44
The importance of my work to the unit	55
Opportunities to use independent thinking	43
Resources I am given to support duties assigned to me (i.e., human and/or material)	39

Table 7. (concluded)

Variable/Item	Item Number in Questionnaire
<u>Professional Development</u>	
Quality of learning experiences at annual training	53
Training for leadership responsibilities	35
Opportunity to learn how to care for combat casualties	56
Training for military responsibilities (map reading, weapons qualification, NBC readiness)	45
CURRENT BENEFITS	
<u>Personal and Professional Development</u>	
Recognition of my work	73
Group membership identity	76
Means to enhance my self-worth	72
Leadership experiences	77
Professional contacts	74
Acquaintances/friendships	75
Specialized military training	79
Varied clinical experiences	78
Promotion opportunities	80
<u>Educational Benefits</u>	
Money to pursue a degree	66
Funds for continuing education courses	67
<u>Financial Benefits</u>	
Additional income	65
Military retirement benefits	70
Exchange (PX) and commissary privileges	71
COMMITMENT	
How committed are you to the Army Nurse Corps?	83
How proud are you to tell others that you are an officer in the Army Nurse Corps?	84
Overall, how often do you do more than what is expected of you at drills?	81

The validity of the questionnaire was established during development, whereas reliability was established by using data from the sample. Questionnaire items relating to benefits, satisfaction, and commitment were grouped into smaller sets of unified variables through factor analysis and orthogonal transformations. The manner in which these items were combined can be seen in tables 3-6 along with the question numbers and the correlation of each question to the total factor score. The factors were checked for internal consistency through use of Cronbach's alpha.

Three factors explained 57% of the variance related to the importance of recruitment benefits: personal and professional development, educational benefits, and financial benefits. The amount of variance that each factor explained was 35% for personal and professional development, 12% for educational benefits, and 10% for financial benefits (table 8). The coefficient alpha for each of these factors was 0.90, 0.66, and 0.53 respectively.

Table 8. Relationship of questions to factors on recruitment benefits

Factor	Question Number	Description of Indicator	Correlation to Total Factor Score
Personal and Professional Development	25	Recognition of work	0.81
	29	Leadership experience	0.80
	24	Enhance self-worth	0.78
	28	Group membership identity	0.78
	26	Professional contacts	0.75
	31	Specialized military training	0.71
	30	Varied clinical experience	0.70
	27	Acquaintance/friendships	0.66
	32	Promotion opportunities	0.63
Educational Benefits	17	Money to pursue a degree	0.79
	18	Money to pay an educ. loan	0.77
	19	Funds for continuing educ.	0.74
Financial Benefits	22	Military retirement benefits	0.76
	16	Additional income	0.70
	23	PX & commissary privileges	0.62

The satisfaction factors were work environment, work requirements, management, and professional development (table 9). They explained 58% of the variance related to satisfaction. The amount of variance that each factor explained was 45% for work environment, 5% for work requirements, 4% for management, and 4% for professional development. The coefficient alpha for each of these factors was 0.90, 0.66, and 0.53 respectively.

Table 9. Relationship of questions to factors on satisfaction

Factor	Question Number	Description of Indicator	Correlation to Total Factor Score
Work Environment	63	Leaders' ability	0.67
	47	Leaders' concern	0.66
	50	Sense of belonging to unit	0.64
	40	Morale	0.64
	61	Flexible approaches	0.64
	62	Unit cohesion at AT	0.63
	46	Teamwork in nursing	0.62
	36	Teamwork in unit	0.61
	42	CN leadership skills	0.60
	43	Autonomy	0.58
	54	Flexible training	0.57
	41	Flexible alternatives	0.55
	60	Sense of belonging to USAR	0.54
	37	Communications	0.49
	55	Importance of work	0.48
	53	Quality of learning at AT	0.48
	58	Performance feedback	0.47
Work Requirements	34	Supervision of activities	0.77
	33	Type of work	0.77
	35	Leadership training	0.70
	48	Clarity of assignment	0.65
	44	Amount of work	0.61
	55	Importance of work	0.55
	43	Autonomy	0.52
	58	Performance feedback	0.50
	38	OER procedures	0.48
Management	39	Resource availability	0.46
	52	Full-Time personnel work	0.77
	59	Paperwork efficiency	0.70
	51	Pay procedures	0.64
	64	Physical surroundings	0.44
	37	Communication	0.42
Professional Development	39	Resource availability	0.42
	56	Care of combat casualties	0.75
	45	Military training	0.69
	53	Quality of learning at AT	0.49

Sixty-one percent of the variance related to the importance of current military benefits was explained by three factors (table 10). Personal and professional development explained 41% of the variance, educational benefits explained 11% of the variance, and financial benefits explained the remaining 10% of the variance. The coefficient alpha for these factors was 0.90, 0.29, and 0.53 respectively.

Table 10. Relationship of questions to factors on military benefits

Factor	Question Number	Description of Indicator	Correlation to Total Factor Score
Personal and Professional Development	73	Recognition of work	0.83
	76	Group membership	0.81
	72	Enhance self-worth	0.80
	77	Leadership experiences	0.80
	74	Professional contacts	0.74
	75	Acquaintances/friendships	0.68
	79	Specialized military training	0.68
	78	Clinical experiences	0.63
	80	Promotion opportunities	0.63
Educational Benefits	66	Money for degree	0.86
	67	Funds for continuing ed.	0.80
Financial Benefits	65	Additional income	0.77
	70	Retirement benefits	0.76
	71	PX and commissary privileges	0.55

One factor evolved from the three questions related to commitment (table 11). This factor explained 66% of the variance related to commitment. The coefficient alpha for commitment was 0.73.

Table 11. Relationship of question items to commitment

Factor	Question Number	Description of Indicator	Correlation to Total Factor Score
Commitment	83	Commitment to ANC	0.45
	84	Pride in ANC	0.44
	81	Do more than required	0.33

Kaiser's measure of sampling adequacy was used with the responses to the scales on recruitment benefits, current benefits, satisfaction, and commitment. The results were 0.88, 0.97, 0.89, and 0.61, respectively. The guide for interpreting this measure, which varies between 0 and 1, is that statistics in the 0.90's indicate marvelous; in the 0.80s meritorious; and in the 0.60s mediocre sampling adequacy. It was concluded that the items adequately sampled the domain of questions in the tested areas.

D. ANALYSIS

The analysis of data began with an examination of the frequency distributions for each question item. The chi square statistic was used to determine the relationship between the demographic variables and the recruitment and current benefits, satisfaction, and commitment factors/variables. Analyses were conducted on the factors and variables within the factors, since the factors were important from a methodological standpoint and the variables within the factors were important from a theoretical viewpoint. Total scores for the factors were calculated by adding each respondent's answers on the various scales. When contingency tables were needed, the total scores were arranged into equal categories of low, medium, and high. When the data were analyzed according to variables, the respondents' scores on the questions were added and divided by the number of questions related to the variable. Logistic multiple regression models were used to predict intent to remain in current status in the coming year and intent to remain in the military until retirement. A stepwise technique was employed to determine the best variables to be added to the model.

III. SUMMARY OF RESULTS

A. RESULTS OF QUANTITATIVE ANALYSES

Benefits that Influence Recruitment

Benefits related to joining the Reserve were grouped according to personal and professional growth, education, finances, and patriotism. Respondents were given 17 questions on these factors/variables and asked to rate how much influence each item had on their decision to join the Reserve.

As can be seen in table 12, financial benefits and patriotism were the most compelling factors that influenced nurses to join the USAR. Seventy-five percent said that retirement benefits greatly/very greatly influenced their decision to join. Sixty percent said that additional income was a very important influence. And 65% said that the opportunity to serve their country was a great/very great influence in compelling them to join the USAR. All other reasons for joining elicited a smaller percentage

of respondents who rated the items as having a great or very great influence. An explanation for the low percentage of respondents who felt that the educational benefits were influential is that many of the financial incentives for education were not in place at the time of their commissioning.

Nurse Reservists' Intent to Remain or Leave Current Status

Seventy-six percent of the respondents indicated that they planned to remain in current status within the coming year (table 13). Only 2% said that they were planning to leave the military altogether. The remaining nurses intended to transfer to another Army Reserve component (7%), transfer to the Active Army (1%), transfer to the Air Force or Navy (3%), apply for an Active Guard Reserve (AGR) appointment (2%), become an Individual Mobilization Augmentee (IMA--3%), transfer to the Individual Ready Reserve (IRR--6%), or retire (2%).

Table 12. Importance of benefits that influenced nurses' decisions to join the USAR (continued on next page)

Factor/Item/Questionnaire Number	Degree of Importance*				
	1	2	3	4	5
<u>Personal & Professional Growth</u>					
Recognition of work (25)	20%	15%	25%	22%	18%
Leadership experience (29)	15	10	22	28	25
Enhance self worth (24)	15	10	24	26	26
Identify with group (28)	25	21	25	18	11
Professional contacts (26)	18	15	26	24	16
Military training (31)	20	14	25	22	18
Clinical experiences (30)	16	11	22	27	25
Acquaintances/friendships (27)	15	13	29	25	18
Promotion opportunities (32)	14	12	22	27	26
Travel (20)	<u>26</u>	<u>10</u>	<u>23</u>	<u>22</u>	<u>19</u>
Mean percent	18	13	22	24	20
<u>Educational Benefits</u>					
Money to pursue a degree (17)	57	11	10	11	12
Educational loan (18)	82	6	5	2	5
Funds for continuing educ. (19)	<u>53</u>	<u>10</u>	<u>13</u>	<u>13</u>	<u>11</u>
Mean percent	64	9	9	9	9
<u>Financial Benefits</u>					
Retirement benefits (22)	7	5	13	23	52
Additional income (16)	9	9	22	22	38
PX & commissary privileges (23)	<u>28</u>	<u>17</u>	<u>27</u>	<u>17</u>	<u>11</u>
Mean percent	15	10	21	21	34
<u>Patriotism</u> (21)	7	6	22	31	34

*1 = Very little influence and 5 = very great influence; N = 1,001-1,023 due to missing answers; and percentages rounded to closest whole number.

Table 13. Intentions for coming year

Intent	Frequency	Percent
Remain in Current Status	852	75.8
Transfer to another Reserve Component	76	6.8
Transfer to Active Army	14	1.2
Transfer to Active Air Force or Navy	28	2.5
Apply for AGR	19	1.7
Transfer to IMA	28	2.5
Transfer to IRR	65	5.8
Leave	23	2.0
Retire	<u>19</u> 1,124	<u>1.7</u> 100.0

Forty-nine percent indicated that they would definitely stay in the Reserve until retirement, and another 28% said that they would probably stay until retirement (table 14). Those who probably and definitely would stay in the Reserve, but not until retirement, totaled 12%. Seven percent said they would probably leave before completing their obligation, and 4% said they would definitely leave before completing their obligation.

Table 14. Intentions for retirement

Intent	Frequency	Percent
Definitely Stay Until Retirement	556	49.4
Probably Stay Until Retirement	316	28.1
Definitely Stay but Not Until Retirement	51	4.5
Probably Stay but Not Until Retirement	84	7.5
Probably Leave Before Completion of Obligation	75	6.7
Definitely Leave Before Completion of Obligation	43	3.8
	1,125	100.0

Time of First Dissatisfaction

The 770 (69%) who felt dissatisfied with the Reserve at some point in their career were asked which year this first surfaced. As can be seen in table 15, 31% of these persons said they experienced dissatisfaction in the first year. The numbers decreased until the seventh and later years, in which 29% said they became dissatisfied for the first time with the Reserve.

Table 15. Year dissatisfaction first experienced

Year	Frequency	Percent
First	240	31.3
Second	94	12.2
Third	90	11.7
Fourth	59	7.6
Fifth	33	4.3
Sixth	34	4.4
Seventh and Above	<u>220</u>	<u>28.6</u>
	770	100.0

Reasons for Leaving the Reserve

Nurses were asked to indicate the option that best described their reason for leaving the Reserve, if they were planning to do so some time in the future. Table 16 lists the options provided to the respondents. Of the 338 who were thinking of leaving, 24% checked other reasons than those listed, 18% said Reserve duty was boring, another 18% said they would leave because of family conflicts, and 12% said they would leave because of civilian job conflicts. Considerably fewer numbers checked the remaining reasons.

Table 16. Reasons for leaving

Reason	Frequency	Percent
Overworked	6	1.8
Family Conflicts	60	17.8
Job Conflicts	40	11.9
Boring	62	18.3
Health Reasons	12	3.6
Limited Support to Attend Military Education	29	8.6
Limited Support to Attend Professional Meetings	21	6.2
Unfair Treatment	27	7.9
Other Reasons	<u>81</u>	<u>23.9</u>
	338	100.0

Demographic Differences Between Those Who Intend to Remain Versus Those Who Intend to Leave

The relationship of demographic variables to intent to remain in or leave the Reserve unit in the coming year and until retirement can be seen in table 17. The demographic variables that showed a relationship ($p = \leq 0.01$) to intent to remain in their present Reserve unit for the coming year were type of Reserve unit, Army region, years in the military, years in the Reserve, the number of military courses, the total good years, and points for the last year. Overall, variables related to time in the military indicated that nurses were more likely to remain in the Reserve as their number of years in the military increased, at least up to the 20th year. A comparison of the percentage who intended to remain for the coming year according to type of hospital unit was as follows: station, 76%; field, 64%; combat support, 89%; evacuation, 75%; general, 77%; U.S. Army hospital, 80%; headquarters, 72%; and nonmedical units, 58%. When the type of Army region was compared, the following percentage of respondents indicated they intended to remain in the Reserve the coming year: First Army, 75%; Second Army, 75%; Fourth Army, 77%; Fifth Army, 79%; Sixth Army, 85%; and Alaska, 100%. Of those who did not know in which

Army their Reserve unit resided, 61% indicated they intended to remain for the coming year.

Table 17. Relationship of demographic variables to intent to remain in or leave the reserve unit in the coming year and until retirement ($p = \leq 0.01$)*

Unit/Individual Characteristics	Leave in One Year	Leave Before Retirement
Type of Reserve Unit	x	
Army Region	x	x
Rank		x
Years in Military	x	x
Years in Active Duty		x
Years in Reserve	x	x
Distance from Home		
Position in Unit		x
Military Courses	x	x
Civilian Employment Status		
Place of Employment		
Type of Civilian Position		x
Level of Education		x
Racial/Ethnic Background		
Total Good Years	x	x
Points for Last year	x	x
Flexibility of Civilian Supervision		
Children at Home		
Marital Status		x
Years Spouse in Military		
Age		x
Sex		

*x = ≤ 0.01 using chi square.

Thirteen of the 22 demographic variables were statistically related ($p = \leq 0.01$) to the respondents' intent to remain in the Reserve until retirement. Six of these variables were related to time in the military, which was positively associated with intent to remain until retirement. The highest percentage of those who intended to remain were from the Sixth Army, 85%; followed by the Second Army, 84%; First and Fifth Armies, 79%; Fourth Army, 77%; Alaska, 75%; and 51% for those who didn't know the region in which their unit resided. Intentions to stay until retirement increased in a linear manner from 54% for second lieutenants to 99% for full colonels.

The position the nurse held in the unit was statistically related ($p = \leq 0.01$) to intent to stay until retirement. The following percentages of nurses indicated their intent to stay according to their position in the unit: staff nurse, 60%; assistant head nurse, 70%; head nurse, 85%; supervisor, 94%; assistant chief nurse, 92%; chief nurse, 94%; educational coordinator, 87%; other assignments, 82%; and those not assigned, 74%. Those employed as staff nurses were least likely of all types of civilian employment to intend to remain until retirement (70%); in comparison, 93% of the nurse researchers and 90% of those not employed in nursing intended to stay until retirement.

The more military education, the more likely the respondents were to stay until retirement: 45% with no courses intended to remain; 66% of those who completed the American Medical Department (AMEDD) Basic Course; 88% who completed the AMEDD Advanced Course; 97% who completed the Command and General Staff course; and 100% who completed the Army War College. The level of civilian education also was positively related to intent to remain until retirement: of the diploma and associate degree graduates, 71% intended to stay; baccalaureate degree, 75%; master's, 84%; and doctorate, 85%.

Satisfaction of Nurse Reservists

The degree of satisfaction by percent of respondents who marked each satisfaction question can be seen in table 18. When those percentages were combined to indicate low satisfaction (levels 1 + 2), indifferent (level 3), and satisfied (levels 4 + 5), nurses were most satisfied with the following areas: supervision, 52%; chief nurse leadership skills, 49%; pay procedures, 55%; sense of belonging to the unit, 50%; sense of belonging to the USAR, 51%; the type of work they do in the unit, 53%; and their learning at annual training, 46%. Dissatisfaction centered around the following: communications, 43%; paperwork efficiency, 50%; flexible annual training, 45%; resources to support their work, 55%; and care of combat casualties, 40%.

Table 18. Percent satisfied with leadership, management, cohesion, flexibility, work requirements, and professional development*
(Continued on next page)

		Satisfaction				
		1	2	3	4	5
Variable/Item		Very				Very
Questionnaire No.		Dissatisfied				Satisfied
<hr/>						
<u>LEADERSHIP</u>						
Supervision	(34)	9%	13%	27%	29%	23%
Communications	(37)	22	21	29	18	9
Morale	(40)	17	20	32	21	11
CN leadership skills	(42)	12	13	26	25	24
Leaders' concerns	(47)	15	20	29	23	13
Feedback	(58)	11	16	35	25	13
Leaders' abilities	(63)	<u>8</u>	<u>18</u>	<u>38</u>	<u>26</u>	<u>10</u>
Mean percent		13	17	31	24	15
 <u>MANAGEMENT</u>						
OER procedures	(38)	16	19	30	24	11
Pay procedures	(51)	13	10	22	30	25
Full-time personnel work	(52)	19	18	29	21	13
Paperwork efficiency	(59)	<u>28</u>	<u>22</u>	<u>25</u>	<u>28</u>	<u>7</u>
Mean percent		19	17	27	23	14
 <u>COHESION</u>						
Teamwork in unit	(36)	13	17	28	25	17
Teamwork in nursing	(46)	9	16	30	27	17
Sense of belonging to unit	(50)	10	13	28	28	22
Sense of belonging to USAR	(60)	8	12	30	27	24
Unit cohesion	(62)	<u>8</u>	<u>14</u>	<u>30</u>	<u>30</u>	<u>18</u>
Mean percent		10	14	29	27	20
 <u>FLEXIBILITY</u>						
Flexible annual training	(41)	27	19	21	17	15
Flexible monthly training	(54)	15	17	32	23	13
Flexible approaches	(61)	<u>15</u>	<u>23</u>	<u>37</u>	<u>18</u>	<u>8</u>
Mean percent		19	20	30	19	12

Table 18. (concluded)

		Satisfaction				
		1	2	3	4	5
Variable/Item		Very			Very	
Questionnaire No.		Dissatisfied			Satisfied	
<hr/>						
<u>WORK REQUIREMENTS</u>						
Type of work	(33)	9%	11%	28%	28%	25%
Resources to support work	(39)	26	24	29	14	7
Autonomy	(43)	11	15	27	28	19
Amount of work	(44)	<u>7</u>	<u>11</u>	<u>36</u>	<u>29</u>	<u>16</u>
Mean percent		13	15	30	25	17
<hr/>						
<u>PROFESSIONAL DEVELOPMENT</u>						
Leadership training	(35)	18	16	28	22	16
Military task training	(45)	12	18	35	24	12
Learning at AT	(53)	10	15	30	28	18
Care of combat casualties	(56)	<u>18</u>	<u>22</u>	<u>31</u>	<u>20</u>	<u>9</u>
Mean percent		15	18	31	24	14

N = 1,002-1,023 due to missing answers; percentages are rounded to closest whole number.

The subjects were asked, "Overall, how satisfied are you with the Army Reserve?" The results were as follows: very dissatisfied, 5%; dissatisfied, 14%; neither satisfied nor dissatisfied, 18%; satisfied, 42%; and very satisfied, 20% (table 19).

Table 19. Overall satisfaction

	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Very Dissatisfied	60	5.3	60	5.3
Dissatisfied	157	13.9	217	19.3
Neither Sat. nor Dissat.	205	18.2	422	37.4
Satisfied	476	42.2	898	79.7
Very Satisfied	229	20.3	1,127	100.0

The Importance of Current Military Benefits to Nurse Reservists

Current military benefits were grouped similarly to the perceived benefits at the time of recruitment. These were personal and professional development, education, finances, and patriotism. Financial benefits clearly were considered the most important benefits, followed by the opportunity to serve one's country, promotion opportunities, and leadership experiences. The percentage of respondents who felt these areas were very important were as follows: retirement benefits, 81%; additional income, 76%; patriotism, 70%; promotion opportunities, 68%; and leadership experiences, 63%. Table 20 shows the remaining percentages according to each question and the level of importance of the benefit to the Reservist.

Table 20. Importance of current military benefits

Factor/Item/Questionnaire	Degree of Importance*				
	1	2	3	4	5
<u>Personal & Professional Development</u>					
Recognition of work (73)	9%	11%	27%	27%	25%
Group membership (76)	12	17	29	25	18
Enhance self worth (72)	11	10	25	29	25
Leadership experiences (77)	8	8	22	31	32
Professional contacts (74)	9	12	28	28	23
Acquaintance/friendships (75)	6	9	27	31	28
Military training (79)	9	13	28	27	23
Clinical experiences (78)	10	11	24	28	26
Promotion opportunities (80)	7	7	19	31	37
Travel (68)	<u>13</u>	<u>12</u>	<u>22</u>	<u>26</u>	<u>27</u>
	10	11	25	28	26
<u>Educational Benefits</u>					
Money to pursue degree (66)	45	14	13	12	17
Funds for continuing educ. (67)	<u>27</u>	<u>11</u>	<u>18</u>	<u>18</u>	<u>26</u>
	36	13	16	15	22
<u>Financial Benefits</u>					
Additional income (65)	5	6	13	22	54
Retirement benefits (70)	4	4	11	20	61
PX & commissary privileges (71)	<u>18</u>	<u>16</u>	<u>27</u>	<u>22</u>	<u>17</u>
	9	9	14	21	44
<u>Patriotism</u>					
(65)	5	6	19	30	40

*1 = Very little importance and 5 = very important; N = 990-1,023 due to missing answers; percentages are rounded to nearest whole number.

The Relationship of Unit and Individual Characteristics to Satisfaction, Commitment, and the Importance of Benefits

The results in this section on satisfaction are organized first by using the variables that guided the development of the questions on satisfaction, i.e., leadership, management, cohesion, flexibility, work requirements and professional development. Then the results are reported using the more encompassing factors that contain the above named variables.

Contingency tables were used to assess the relationship between the demographic and satisfaction variables. The results, according to the chi square statistic at the $p = \leq 0.01$ probability level, are summarized in table 21. The demographic variables that were related to all six satisfaction variables at the $p = \leq 0.01$ probability level were type of Reserve unit, rank, total years in the military, years in the Reserve, position in the unit, and level of military education.

Table 21. Relationship of demographic variables to satisfaction variables
($p \leq 0.01$)

Demographic Variable	Satisfaction Variables*					
	1	2	3	4	5	6
Type of Reserve Unit	x	x	x	x	x	x
Army Region					x	x
Rank	x	x	x	x	x	x
Total Years in Military	x	x	x	x	x	x
Years in Active Duty						
Years in Reserve	x	x	x	x	x	x
Distance from Home						
Area of Concentration	x	x	x		x	x
Position in Unit	x	x	x	x	x	x
Level of Military Education	x	x	x	x	x	x
Civilian Employment Status						
Place of Civilian Employment						
Type of Civilian Position					x	x
Level of Civilian Education						
Racial Ethnic Background						

*Satisfaction with the following variables: 1 = Leadership, 2 = Management, 3 = Cohesion, 4 = Flexibility, 5 = Work Requirements, 6 = Professional Development; x = ≤ 0.01 using chi square; N = 990-1,023.

A closer examination of the contingency tables suggested the following generalizations regarding the relationships between the demographic and satisfaction variables. Nurses in headquarter units were the most satisfied, followed by those in nonmedical units and combat support hospitals. Those least satisfied were in field hospitals. The tables consistently showed that satisfaction increased with the higher ranks, the number of years in the military and the Reserve, and the higher levels of military education. Chief nurses were the most satisfied and those who were unassigned were the least satisfied on all the satisfaction variables. Satisfaction by area of concentration was not definitive except that nurse administrators (66A) were the most satisfied.

Next, the more encompassing factors--work environment, work requirements, management, and professional development--were tested for their relationship to the demographic variables. Relationships at the $p = \leq 0.01$ probability level or less were extracted from these tables and are summarized in table 22.

Table 22. Relationship of demographic variables to satisfaction factors ($p = \leq 0.01$)

Unit/Individual Characteristic	Satisfaction Factors*			
	1	2	3	4
Type of Reserve Unit	x			
Army Region				
Rank		x		
Years in Military				
Years in Active Duty				
Years in Reserve		x		
Distance from Home				
Position in Unit	x	x		
Military Courses	x	x		x
Civilian Employment Status			x	
Place of Employment				
Type of Civilian Position				
Level of Education				
Racial/Ethnic Background				
Total Good Years		x	x	x
Points for Last year				
Flexibility of Civilian Supervision				x
Children at Home				
Marital Status				
Years Spouse in Military		x		
Age				
Sex				

*Satisfaction factors: 1 = Work Environment, 2 = Work Requirements, 3 = Unit Resources, 4 = Professional Development; x = ≤ 0.01 using chi square.

Satisfaction with the work environment was related to subjects' type of Reserve unit, position in the unit, and the number of military courses the subjects had taken. Those most satisfied were from headquarters, followed by combat support units. Those least satisfied with the work environment were from nonmedical units, followed by persons from headquarters. Nurses in headquarters appeared to be either very satisfied or very dissatisfied with the work environment at headquarters. Chief nurses and their assistants were most satisfied with the work environment of the unit. Those who were not assigned to a definite position in the unit were the least satisfied with the work environment. Nurses who had completed the Command and General Staff Course were clearly more satisfied with the work environment than those who had taken fewer military courses. Nurses who had not completed any of the military courses were most dissatisfied.

The demographic variables that were statistically related at the $p = \leq 0.01$ probability level to satisfaction with work requirements were rank, years in the Reserve, position in the unit, number of military courses completed, total good years, and years one's spouse had been in the military. The majority of these variables were related to length of time in the military, and all suggested that the greater the time spent in the military, the more satisfied one was with their work in the unit.

Satisfaction with unit resources was related to civilian employment status and total good years. Those working full-time, in nursing or otherwise, were the least satisfied with the unit resources, and those who were not employed were the most satisfied.

The factor, satisfaction with professional development, was positively related to the number of military courses taken, total good years in the military, and flexibility of civilian supervisors. Again, nurses with more time in the military seemed to become more satisfied. Those with flexible civilian supervisors also were more satisfied than those with less flexible supervisors.

Demographic Variables and Benefits

As can be seen in table 23, unit and individual characteristics were related to the importance the Reservists placed on personal and professional benefits, educational benefits, and financial benefits. Overall, the importance of personal and professional benefits increased with time in the military as indicated by rank, years in the military, and the number of military courses completed. Personal and professional benefits were most important, however, to second lieutenants and colonels.

Table 23. Relationship of demographic variables to importance of military benefits ($p = \leq 0.01$)

Unit/Individual Characteristic	Benefit Factors*		
	1	2	3
Type of Reserve Unit			
Army Region	x	x	
Rank	x	x	x
Years in Military	x	x	x
Years in Active Duty		x	x
Years in Reserve	x	x	x
Distance from Home	x		
Position in Unit		x	x
Military Courses	x	x	x
Civilian Employment Status			
Place of Employment			
Type of Civilian Position		x	
Level of Education		x	x
Racial/Ethnic Background		x	
Total Good Years		x	x
Points for Last year			x
Flexibility of Civilian Supervision			
Children at Home		x	
Marital Status			
Years Spouse in Military			
Age		x	x
Sex			

*Benefit factors: 1 = Personal and Professional Benefits, 2 = Educational Benefits, 3 = Financial Benefits; x = ≤ 0.01 using chi square.

Educational benefits were least important to those in First, Fifth, and Sixth Armies. Educational benefits were most important to second lieutenants, those in their early years in the military with little military education, and those with diploma and associate degrees in nursing. Those in the category of Asians, Pacific Islanders, American Indians, Aleuts, and Eskimos reported educational benefits to be very important to them.

Financial benefits increased in importance with time in the military, rank, number of military courses completed, total good years in the military, and number of points in the previous year. The importance of financial benefits also increased with years of education and with age.

Demographic Variables and Commitment

A large number of unit and individual characteristics were associated with commitment to the ANC (table 24). For the most part, commitment increased with time and rank. It was not associated with type of Reserve unit, civilian employment (status, place, or flexibility of supervisor), nor with marital status and number of children.

Table 24. Relationship of demographic variables to commitment to the ANC ($p \leq 0.01$)*

=====	
Unit/Individual Characteristic	Commitment

Type of Reserve Unit	
Army Region	x
Rank	x
Years in Military	x
Years in Active Duty	
Years in Reserve	x
Distance from Home	x
Position in Unit	x
Military Courses	x
Civilian Employment Status	
Place of Employment	
Type of Civilian Position	x
Level of Education	x
Racial/Ethnic Background	
Total Good Years	x
Points for Last Year	x
Flexibility of Civilian Supervision	
Children at Home	
Marital Status	
Years Spouse in Military	x
Age	x
Sex	x

*x = ≤ 0.01 using chi square.

Variables that Predict Retention

All the factors related to satisfaction, benefits, and commitment were entered into a stepwise regression equation to determine if any of the factors were related to nurse Reservists' intent to remain in the Reserve unit in the coming year and until retirement. The factors that were predictive ($p = \leq 0.01$) of intent to remain in the unit for the coming year were commitment, financial benefits, work requirements, work environment, and management (see tables 25, 26 and figure 2). In other words, the more committed the nurses were; the more important the financial benefits; and the more satisfied they were with the work requirements, the work environment, and the management resources; the more likely they were to remain in the Reserve until the coming year.

Table 25. Relationship of satisfaction, benefits, and commitment to intent to stay in or leave the Reserve unit in the coming year

Factor	Chi Square	P
<u>Satisfaction</u>		
Work Environment	17.56	0.000
Work Requirements	18.58	0.000
Management	14.52	0.000
Professional Development	1.50	0.221
<u>Benefits</u>		
Personal and Professional Development	3.25	0.071
Educational Benefits	0.57	0.449
Financial Benefits	26.66	0.000
<u>Commitment</u>	49.55	0.000

Table 26 . Stepwise logistic regression for prediction of variables that affect intent to stay in or leave the Reserve unit in the coming year

Factor	Beta	Std. Error	Chi Square	P
Intercept	-2.41	0.42	32.64	0.000
Commitment	0.62	0.11	31.94	0.000
Financial Benefits	0.35	0.10	11.89	0.000
Work Environment	0.30	0.12	6.25	0.012
Management	0.31	0.13	5.60	0.017

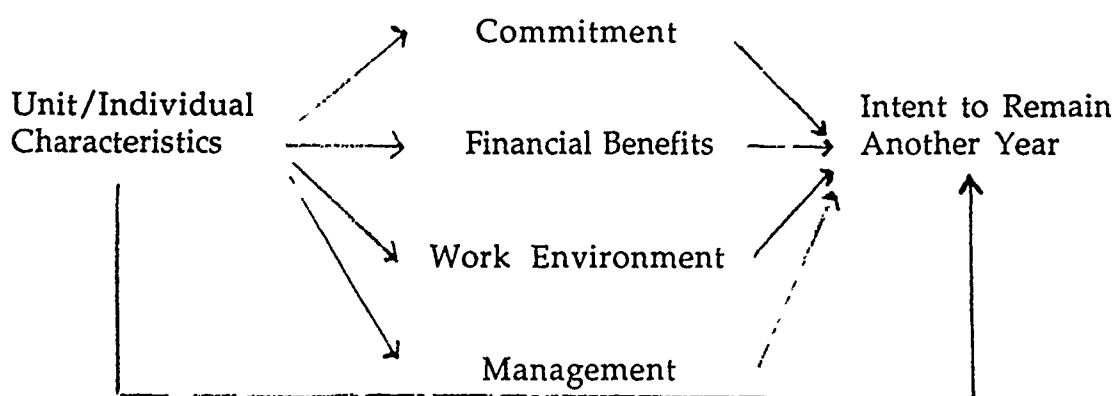


Figure 2.

Factors that predict intent to remain in current status during the coming year

The factors that predicted ($p = \leq 0.01$) intent to remain in the USAR until retirement were years in the military, commitment, financial benefits, and work environment (see tables 27, 28, and figure 3). Therefore, the greater the number of years in the military, the greater the commitment, the more important the financial benefits, and the more satisfied with the work environment, the more likely the nurses will remain in the Reserve until retirement.

Table 27. Relationship of satisfaction, benefits, and commitment to intent to remain in the Reserve until retirement

Factor	Chi Square	P
<u>Satisfaction</u>		
Work Environment	19.45	0.000
Work Requirements	14.13	0.000
Management	13.01	0.000
Professional Development	1.24	0.265
<u>Benefits</u>		
Personal and Professional Development	8.55	0.003
Educational Benefits	19.26	0.000
Financial Benefits	99.38	0.000
<u>Commitment</u>	137.60	0.000

Table 28. Stepwise logistic regression for prediction of factors that affect intent to remain in the Reserve until retirement

Factor	Beta	Std. Error	Chi Square	P
Years in Military	0.84	0.80	109.44	0.000
Commitment	1.06	0.13	63.23	0.000
Financial Benefits	0.74	0.13	34.48	0.000
Work Environment	0.44	0.15	3.87	0.003

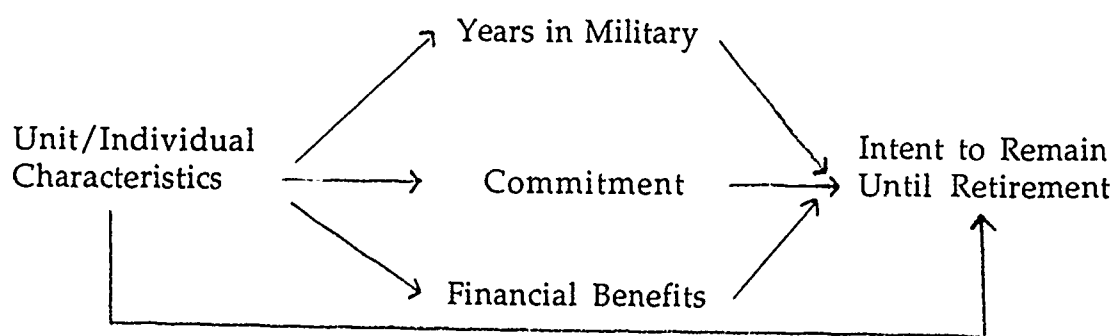


Figure 3. Factors that predict intent to remain in the military until retirement

Work Environment

In order to further delineate what it was about the work environment that contributed to nurses' intentions, the variables used to construct the questionnaire initially were subjected to stepwise logistic regression procedures. The following variables were entered into the equation: leadership, management, cohesion, flexibility, work requirements, and professional development. Cohesion and work requirements were statistically significant at the $p = \leq 0.01$ level. The significant factors that formed the earlier equation, i.e., commitment, years in the military, and financial benefits, were then added to cohesion and work requirements. The variables/factors that best predicted intent to remain in the unit the coming year were cohesion, commitment, and job requirements (table 29, figure 4).

Table 29. Relationship of cohesion, commitment, and work requirements to intent to remain in the Reserve in the coming year

Factor	Chi Square	P
Cohesion	107.70	0.000
Commitment	9.25	0.002
Work Requirements	6.95	0.008

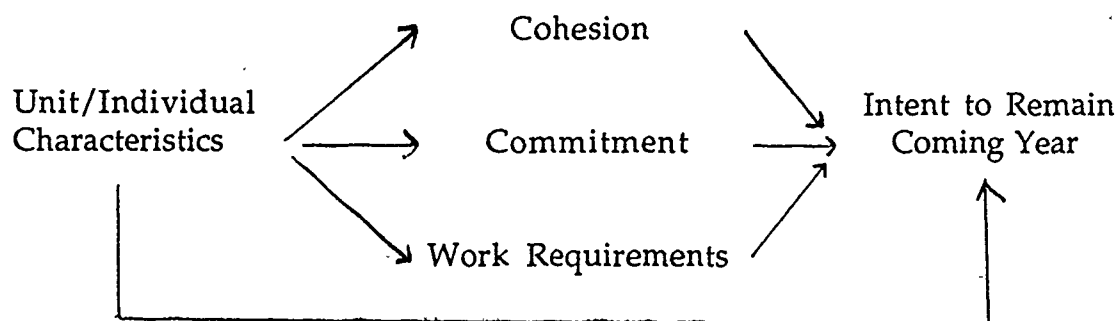


Figure 4. Factors that predict intent to remain in current status during the coming year

This same procedure was used to find the best variables/factors for predicting intent to remain in the USAR until retirement. Leadership, management, cohesion, flexibility, work requirements, and professional development were entered into the logistic stepwise regression procedure. The best predictors in this first step were cohesion and flexibility. These variables were added to commitment, years in the military, and financial benefits to determine which would best predict intent to remain in the USAR until retirement. The best predictors were years in the military, commitment, flexibility, and financial benefits (table 30, figure 5).

Table 30. Relationship of years in the military, commitment, flexibility, and financial benefits to intent to remain in the Reserve until retirement

Variable	Chi Square	P
Years in Military	172.3	0.000
Commitment	97.1	0.000
Flexibility	30.2	0.000
Financial Benefits	20.8	0.000

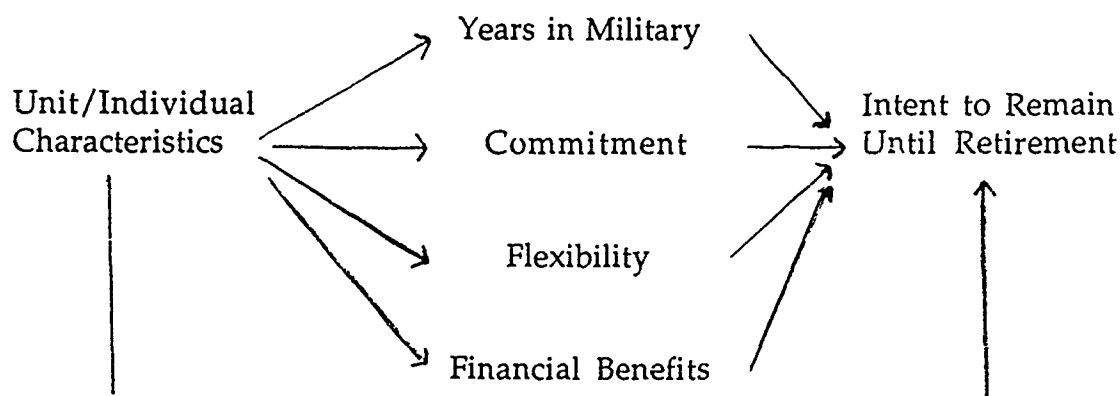


Figure 5. Factors that predict intent to remain in the USAR until retirement

B. RESULTS OF QUALITATIVE ANALYSES

Nearly 800 of the respondents answered the following open-ended questions:

1. If you were to leave the Reserve, what would be the most important reason(s)?
2. If you remain in the Reserve, what is/are the most important reasons(s)?
3. What would make your time in the Reserve more satisfying?
4. What other suggestions do you have for improving retention of nurses in the Reserve?

The large amount of data from the above questions was reduced to repeated themes. An abbreviated form of the comments was placed under the themes to ensure that all comments contributed to the conclusions. Patterns emerged within each question and within the common themes for each question. Final conclusions were made based on the frequency of the comments within a theme and the explanations that were repeatedly provided. In order to verify the conclusions from this method, a second reader randomly selected 10% of the data sheets and followed the same method. Her conclusions were similar to the first reader's findings. The results of these analyses are provided in this section.

Reasons for Leaving

Ineffective Unit Leadership and Management

The distinct areas that emerged from descriptions of leadership and management were (1) disorganization, (2) inflexibility, and (3) poor morale. Disorganization resulted in pay and retirement point errors and late or never received (although promised) orders. Reservists were concerned because units are not organized to allow nurses to manage nursing. They were frustrated when drill dates changed constantly: "There were three separate dates I had to request from my employer last year. I feel this is uncalled for." Respondents want their leaders to allow flexibility in meeting weekend and annual training commitments: "When the unit works with me to consider an alternative, I am encouraged to stay..." Low or poor morale was linked with favoritism, lack of recognition, conflict, discrimination, harassment, poor communication, and boring and unplanned drills.

Other Obligations and Responsibilities

Family and career obligations compete with Reserve activities. A number of respondents were unable to keep up with all of the demands: "These are the issues most Reservists I know have quit over."

Lack of Training and Professional Development

Reservists described limited soldier skills training and opportunities to attend military schools. They would like increased funding for continuing education programs and more opportunities to use their specialized skills.

Reasons for Remaining in the Reserve

Financial Compensation

The respondents reported that retirement benefits and monthly drill pay, in that order, are the major reasons they remain. Other benefits, such as travel, PX, commissary, loan repayment, and tuition assistance, were also listed.

Training and Professional Development

The respondents appreciated new and/or satisfying learning experiences. They wanted funding for more continuing education programs, greater opportunities to learn nursing skills related to combat casualties, and more varied clinical experiences. They saw opportunities to develop professionally in the roles of chief nurse, teacher, and consultant and to rise to the rank of colonel, perhaps even general. They valued the possibilities for professional networking.

Service to Country

Many respondents expressed a desire to "serve my country." They felt that the ANC gave them an opportunity to serve in an important role.

Ways to Make the Reserve More Satisfying

Effective Unit Leadership and Management

The respondents indicated a desire for the following: (1) flexible approaches for drill and annual training commitments, (2) weekends with direction and structure, (3) physicians who follow consistent rules, (4) effective communication, and (5) clean facilities. The effectiveness and availability of the full-time unit staff and people from the Army Reserve Personnel and Administration Center (ARPERCEN) for correct paychecks, orders, retirement points, and fulfillment of recruitment promises were also mentioned often. Reservists wanted to be valued for their abilities and offered opportunities to serve in a variety of roles.

Training and Professional Development

The respondents wanted to learn nursing skills necessary for wartime missions, i.e., combat casualty care or NBC. They expressed a desire for more Reserve slots in these courses. They also stated the need to care for real patients: "Simulation is only worthwhile up to a point, then it becomes boring." They also indicated the importance of working in Army medical facilities and training overseas. Reservists requested more challenging and varied assignments, increased soldier skill training, and functioning training aids.

Improvements in Financial Compensation

The respondents suggested paid accommodations on drill weekends for those with long commutes along with better pay and easier space "A" for travel.

Suggestions for Retaining Nurses

As in the responses given in the previous section, flexibility in meeting weekend and annual training commitments was the most frequent suggestion. Other comments included the need for equitable treatment among physicians and nurses, effective communication, streamlined procedures, unchanged drill dates, and organized weekends.

Nurses wanted the privilege of controlling nursing activities in the unit. Chief nurses were urged to encourage Reservists to be more active in career development and more visible in the community. The respondents reported the need to increase the competence and motivation of the full-time staff in order to decrease frustrating errors.

Training and Professional Development

The nurse Reservists wanted to be assigned meaningful work. They desired more opportunities to take military nursing courses, work in nursing during drills, and obtain varied nursing experiences (rotate assignments, annual training overseas or in different continental U.S. locations). They again listed the need for more funds for continuing education programs.

The respondents frequently mentioned the need to assist junior-grade officers with learning their roles early in their careers. They suggested unit orientation and/or "buddy" programs for new members, sending new officers to the Officer Basic Course as soon as possible, and providing lieutenants through captains with opportunities to work in AMEDD facilities.

Improvements in Financial Compensation

Suggestions included pay increases, bonus programs, decreasing the commitment for a "good" year, increased funding to support degrees in undergraduate and graduate programs, and loan repayments. They also wanted increased promotional opportunities.

Summary of the Open-Ended Questions

Issues that directly related to unit leadership and management were of primary concern in the respondent's comments in three out of the four questions. Training and professional development issues were the second priority. Benefits ranked lower (in terms of frequency of comments) than leadership and training in all but question two. Retirement and a monthly paycheck were the two primary reasons to remain in the Reserve but not the primary reasons for leaving or for feeling satisfied.

C. DISCUSSION

For the most part, nurses joined the USAR for economic reasons. Retirement benefits were of greatest importance, followed by additional monthly income. Nurses in this study, however, were surveyed prior to widespread increases in civilian salaries due to the nursing shortage. The income that could be obtained from working an extra shift in a civilian hospital is presently greater for many nurses than the income from a weekend in a troop program unit. It will be increasingly important for financial benefits in the military to be competitive with civilian salaries.

Patriotism remains a strong incentive for joining the Reserve. Recruiting methods should continue to appeal to the opportunity to serve one's country. It will be necessary, though, for nurses to feel a sense of satisfaction in their roles in the USAR in order for a sense of commitment to continue.

According to the quantitative results and the comments to the open-ended questions in this study, it is imperative that the work environment of many Army Reserve units change. The work environment in many units follows a basic domination-subordination model. This is a model that can work in crises such as war, but it is an oppressive model in peacetime situations. This model leads to a feeling of alienation and a lack of cohesion and community in Reserve units.

The units that the respondents described had qualities that were typical of outmoded organizations (Kanter, 1989). The authority came from rank and position, giving little respect for knowledge from the lower ranks. The units were rules-oriented, where soldiers were rewarded for adherence to procedures, except for the privileged physicians, who were considered too valuable to upset by making them follow the rules like everyone else. Much of the communication was done through the formal structure, which tended to resist the flow of information. Drills were often seen as boring because efficiency was sought through doing the same things over and over again.

The nurses in this study desired qualities in their units that will be the look of organizations for the 1990s. They suggested person-centered organizations with the authority coming from expertise and relationships. They see this building of relationships within nursing and the unit as a powerful factor in achieving the mission of the unit. Communication that comes from collaboration across sections was a highly desired goal. They preferred rewards for outcomes and not for adherence to rules. Just as in business, Kanter's "four Fs" were important: focus on the mission, fast responses to needs, friendly, and flexible (Kanter, 1989). These qualities are important in Reserve units during war and peace.

The team model is a workable option for Reserve units as it has been in business, where teamwork has reduced costs, improved quality, and increased output. In order for teams to be effective in Reserve units, there must be a high degree of interdependence among the sections. Parker (1990) listed the characteristics of an effective team as follows: a clear purpose, informality, participation, listening, civilized disagreement, consensus decisions, open communication, clear roles and work assignments, shared leadership, external relations, style diversity, and periodic self-assessment. If these characteristics were operationalized in Reserve units, the result would be improved mobilization readiness and more satisfied Reserve members.

Nurses as professionals have grown to expect flexibility in their jobs. Professionals are dedicated to accomplishing the mission, but there are usually several ways to do this. Many nurse Reservists, however, are given very little flexibility in monthly drilling or annual training. This is an area that needs further study in order to meet the needs of Reservists and the integrity of the unit.

Leadership and management are key to team building and to meeting the unit's mission. The context for change is set by the commander; the values and goals emanate from the administrative team. According to the nurse respondents, this has been difficult for many commanders who have not had leadership training or experience. Furthermore, commanders often cannot depend on their managers to run the organization in a smooth and efficient manner. Many in the Medical Service Corps have not had experience in hospitals with professional personnel, and many of the full-time manning personnel have not been adequately prepared for their jobs. Even if the full-time manning personnel were to avail themselves of the necessary training to do their jobs efficiently and effectively, it may be that a greater number are needed in hospital units than in other types of units where there are fewer officers. This also needs further study.

A predictor of whether or not nurses intended to stay in the USAR in the coming year was the work they were required to do in the unit. Sixty-three percent of the respondents were satisfied with their assignments, but the remainder seemed to have either too much or too little to do. This may be due to a lack of teamwork or to a problem of delegation and communication. A number complained of wasting their time, which may become a growing problem in light of the financial benefits that could be obtained in civilian jobs on drill weekends. Work assignments may need to be carefully evaluated and redesigned in many instances. A possible solution is cross-training within nursing, and when possible, outside of the nursing department. More time should be spent on orientation and mentoring, especially in the first year after commissioning, so that nurses can learn what needs to be done. Another solution might be additional peacetime missions that contribute to the local community.

It is not surprising that nurses desired more educational opportunities to ensure their readiness for war. They want to learn more about the care of combat casualties during drills. The 800-mile limit for funding of continuing education programs should be assessed, so that nurses can attend meetings across the nation related to their specialties. Nurses continue to want greater access to military courses, since this contributes to their overall understanding of the Army and subsequent feelings of belonging to the unit.

Finally, commitment to the ANC and financial benefits are key to retention. There will not be problems with commitment if nurse Reservists are satisfied with the major aspects of the unit, including their pay. Efforts must be made to keep the financial benefits competitive with the civilian sector.

IV. CONCLUSIONS AND RECOMMENDATIONS

A. CONCLUSIONS

1. The work environment is an important area, especially cohesion, work requirements, and flexibility of training.
2. Unit leadership and management are of primary concern to nurse Reservists.
3. Training and professional development are important to nurse Reservists and need further attention.
4. Those in the lower ranks and in the early years of their military career need additional nurturing.
5. Retirement benefits, especially financial, are an important reason for joining and remaining in the Reserve until retirement.

B. RECOMMENDATIONS

General USAR Recommendations

1. Develop strategies to improve the work environment in troop program units.
2. Explore mechanisms for developing and fostering cohesion among team members.

3. Explore mechanisms for increasing flexibility in training.
4. Assess the adequacy of full-time personnel support for hospital units.
5. Designate fenced funding for military and professional education in the speciality areas (OMAR).
6. Assess the regulations that limit continuing health education to an 800-mile radius and the equation that eight hours in continuing education programs are equivalent to only one drill credit (DCSPER).
7. Maintain competitive financial benefits for nurse Reservists.

ANC Recommendations

1. Continue to emphasize financial benefits, patriotism, and personal and professional growth opportunities when recruiting nurses.
2. Designate a task force to explore ways to address the needs presented in this study and hold this task force responsible for overseeing progress regarding the stated concerns.

TPU Recommendations

1. Encourage enrollment of full-time military personnel in appropriate schools.
2. Empower nurses at all ranks to contribute as team members and to communicate with one another and other members of the unit.
3. Strengthen cohesion through team building and planning at all levels of the unit.
4. Increase use of available resources, such as the exportable modules for education and training, and encourage creative and flexible approaches to training within the current regulations.
5. Continue improving orientation and mentoring programs, especially for nurses in the early years of their military career.
6. Support attention to work assignments and encourage cross-training and use of knowledge and skills.

C. FURTHER INVESTIGATIONS

1. Assess the work environment of TPUs by sampling Reservists from all sections.
2. Develop and evaluate demonstration sites in selected Reserve units that model the team approach.
3. Develop and evaluate demonstration sites in selected Reserve units that model creative educational strategies.
4. Assess the satisfaction of Reservists who do not drill in TPUs.
5. Assess in more depth the leadership within TPUs and test mechanisms for improving leadership.

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APPENDIX A: Frequency Tables

Nurse Retention in the U.S. Army Reserve
One-Way Frequency Tables

Type of Reserve Unit

X1	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	18	.	.	.
Station Hospital	125	11.2	125	11.2
Field Hospital	122	10.9	247	22.2
Combat Supp Hosp	76	6.8	323	29.0
Evacuation Hosp	100	9.0	423	37.9
General Hospital	531	47.6	954	85.6
US Army Hospital	106	9.5	1060	95.1
Headquarters	43	3.9	1103	98.9
Nonmedical Unit	12	1.1	1115	100.0

Army Region

X2	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	4	.	.	.
1st Army	353	31.3	353	31.3
2nd Army	153	13.6	506	44.8
4th Army	150	13.3	656	58.1
5th Army	174	15.4	830	73.5
6th Army	178	15.8	1008	89.3
Alaska	4	0.4	1012	89.6
I Don't know	117	10.4	1129	100.0

Current Rank

X3	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	2	.	.	.
Second Lt.	158	14.0	158	14.0
First Lt.	235	20.8	393	34.7
Captain	232	20.5	625	55.3
Major	243	21.5	868	76.7
Lt. Colonel	185	16.4	1053	93.1
Colonel	78	6.9	1131	100.0

Nurse Retention in the U.S. Army Reserve
One-Way Frequency Tables

Total Years of Military

X4	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	8	.	.	.
<= 1	17	1.5	17	1.5
1-4	226	20.1	243	21.6
5-9	291	25.9	534	47.5
10-14	229	20.4	763	67.8
15-19	204	18.1	967	86.0
20-24	121	10.8	1088	96.7
25-30	37	3.3	1125	100.0

Years in Active Duty

X5	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	36	.	.	.
<= 1	571	52.1	571	52.1
1-4	337	30.7	908	82.8
5-9	140	12.8	1048	95.5
10-14	36	3.3	1084	98.8
15-19	6	0.5	1090	99.4
20-24	6	0.5	1096	99.9
25-30	1	0.1	1097	100.0

Years in Reserve

X6	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	4	.	.	.
<= 1	15	1.3	15	1.3
1-4	309	27.4	324	28.7
5-9	340	30.1	664	58.8
10-14	275	24.4	939	83.2
15-19	134	11.9	1073	95.0
20-24	39	3.5	1112	98.5
25-30	17	1.5	1129	100.0

Nurse Retention in the U.S. Army Reserve
One-Way Frequency Tables

Distance From Home

X7	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	6	.	.	.
1-9	225	20.0	225	20.0
10-19	260	23.1	485	43.0
20-29	162	14.4	647	57.4
30-39	114	10.1	761	67.5
40-49	74	6.6	835	74.1
50-59	57	5.1	892	79.1
60-69	36	3.2	928	82.3
70-79	44	3.9	972	86.2
80-89	23	2.0	995	88.3
90 +=	132	11.7	1127	100.0

Areas of Concentration

X8	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	15	.	.	.
66A	87	7.8	87	7.8
66B	22	2.0	109	9.7
66C	49	4.4	158	14.1
66D	28	2.5	186	16.6
66E	137	12.3	323	28.9
66F	97	8.7	420	37.6
66H	650	58.1	1070	95.7
66G	42	3.8	1112	99.5
66J	4	0.4	1116	99.8
9	2	0.2	1118	100.0

Primary Position in Unit

X9	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	15	.	.	.
Staff Nurse	317	28.4	317	28.4
Asst. Head Nurse	40	3.6	357	31.9
Head Nurse	135	12.1	492	44.0
Supervisor	101	9.0	593	53.0
Asst Chief Nurse	39	3.5	632	56.5
Chief Nurse	71	6.4	703	62.9
Educ Coordinator	61	5.5	764	68.3
Other Duty	289	25.8	1053	94.2
Not Assigned	65	5.8	1118	100.0

Nurse Retention in the U.S. Army Reserve
One-Way Frequency Tables

Highest Military Course

X10	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	2	.	.	.
None	62	5.5	62	5.5
Officer Basic	502	44.4	564	49.9
Officer Adv.	379	33.5	943	83.4
C & GS	186	16.4	1129	99.8
Army War College	2	0.2	1131	100.0

Civilian Employment Status

X11	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	8	.	.	.
Full-Time in Nur	825	73.3	825	73.3
Part-Time in Nur	152	13.5	977	86.8
Full-Time not Nu	81	7.2	1058	94.0
Part-Time not Nu	10	0.9	1068	94.9
Not Empolyed	29	2.6	1097	97.5
Retired	1	0.1	1098	97.6
Student	27	2.4	1125	100.0

Place of Civilian Employment

X12	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	21	.	.	.
Not in Nursing	91	8.2	91	8.2
Hospital	678	61.0	769	69.2
Nursing Home	28	2.5	797	71.7
Nursing School	80	7.2	877	78.9
HMO/Free Clinic	43	3.9	920	82.7
Comm/Home/Public	141	12.7	1061	95.4
Office Nurse	18	1.6	1079	97.0
Private Practice	33	3.0	1112	100.0

Nurse Retention in the U.S. Army Reserve
One-Way Frequency Tables

Type of Civilian Position

X13	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	23	.	.	.
Not in Nursing	93	8.4	93	8.4
Staff Nurse	435	39.2	528	47.6
Head Nurse	86	7.7	614	55.3
Admin/Supervisor	191	17.2	805	72.5
Educator	120	10.8	925	83.3
Researcher	14	1.3	939	84.6
Nurse/Practitioner	76	6.8	1015	91.4
Clin Specialist	57	5.1	1072	96.6
Consultant	38	3.4	1110	100.0

Highest Level of Education

X14	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	20	.	.	.
Diploma	129	11.6	129	11.6
AD Degree	172	15.5	301	27.0
BS--Nursing	363	32.6	664	59.7
BS--Other Field	94	8.4	758	68.1
MS--Nursing	209	18.8	967	86.9
MS--Other Field	113	10.2	1080	97.0
Ph.D--Nursing	10	0.9	1090	97.9
Ph.D--OtherField	23	2.1	1113	100.0

Racial/Ethnic Background

X15	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	8	.	.	.
White	927	82.4	927	82.4
Black	142	12.6	1069	95.0
Spanish/Hispanic	27	2.4	1096	97.4
Asian	20	1.8	1116	99.2
Indian Aleut Esk	2	0.2	1118	99.4
Other	7	0.6	1125	100.0

Nurse Retention in the U S. Army Reserve
One-Way Frequency Tables

Additional Income

X16	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	6	.	.	.
V.Little Influen	109	9.7	109	9.7
Little Influence	107	9.5	216	19.2
Influence	256	22.7	472	41.9
Great Influence	237	21.0	709	62.9
V.Great Influen	418	37.1	1127	100.0

Money to Pursue a Degree

X17	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	3	.	.	.
V.Little Influen	640	56.6	640	56.6
Little Influence	117	10.4	757	67.0
Influence	126	11.2	883	78.1
Great Influence	116	10.3	999	88.4
V.Great Influen	131	11.6	1130	100.0

Money to Pay an Edu. Loan

X18	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	5	.	.	.
V.Little Influen	923	81.8	923	81.8
Little Influence	68	6.0	991	87.9
Influence	53	4.7	1044	92.6
Great Influence	29	2.6	1073	95.1
V.Great Influen	55	4.9	1128	100.0

Funds for Continuing Courses

X19	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	5	.	.	.
V.Little Influen	595	52.7	595	52.7
Little Influence	112	9.9	707	62.7
Influence	148	13.1	855	75.8
Great Influence	145	12.9	1000	88.7
V.Great Influen	128	11.3	1128	100.0

Nurse Retention in the U.S. Army Reserve
One-Way Frequency Tables

Travel

X20	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	1	.	.	.
V.Little Influen	296	26.1	296	26.1
Little Influence	113	10.0	409	36.1
Influence	260	23.0	669	59.1
Great Influence	253	22.3	922	81.4
V.Great Influen	210	18.6	1132	100.0

Serve Country

X21	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	4	.	.	.
V.Little Influen	72	6.4	72	6.4
Little Influence	71	6.3	143	12.7
Influence	245	21.7	388	34.4
Great Influence	354	31.4	742	65.7
V.Great Influen	387	34.3	1129	100.0

Military Retirement Benefits

X22	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	3	.	.	.
V.Little Influen	90	8.0	90	8.0
Little Influence	52	4.6	142	12.6
Influence	153	13.5	295	26.1
Great Influence	259	22.9	554	49.0
V.Great Influen	576	51.0	1130	100.0

PX & Commissary Privileges

X23	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	2	.	.	.
V.Little Influen	328	29.0	328	29.0
Little Influence	188	16.6	516	45.6
Influence	301	26.6	817	72.2
Great Influence	188	16.6	1005	88.9
V.Great Influen	126	11.1	1131	100.0

Nurse Retention in the U.S. Army Reserve
One-Way Frequency Tables

Enhance Self-Worth

X24	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	2	.	.	.
V.Little Influen	162	14.3	162	14.3
Little Influence	109	9.6	271	24.0
Influence	275	24.3	546	48.3
Great Influence	293	25.9	839	74.2
V.Great Influen	292	25.8	1131	100.0

Recognition for Work

X25	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	2	.	.	.
V.Little Influen	218	19.3	218	19.3
Little Influence	164	14.5	382	33.8
Influence	294	26.0	676	59.8
Great Influence	245	21.7	921	81.4
V.Great Influen	210	18.6	1131	100.0

Professional Contacts

X26	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	8	.	.	.
V.Little Influen	202	18.0	202	18.0
Little Influence	171	15.2	373	33.2
Influence	283	25.2	656	58.3
Great Influence	281	25.0	937	83.3
V.Great Influen	188	16.7	1125	100.0

Acquaintances/Friendships

X27	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	7	.	.	.
V.Little Influen	164	14.6	164	14.6
Little Influence	137	12.2	301	26.7
Influence	31	29.4	632	56.1
Great Influence	289	25.7	921	81.8
V.Great Influen	205	18.2	1126	100.0

Nurse Retention in the U.S. Army Reserve
One-Way Frequency Tables

Group Membership Identity

X28	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	4	.	.	.
V.Little Influen	272	24.1	272	24.1
Little Influence	238	21.1	510	45.2
Influence	282	25.0	792	70.2
Great Influence	207	18.3	999	88.5
V.Great Influen	130	11.5	1129	100.0

Leadership Experience

X29	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	5	.	.	.
V.Little Influen	163	14.5	163	14.5
Little Influence	111	9.8	274	24.3
Influence	248	22.0	522	46.3
Great Influence	316	28.0	838	74.3
V.Great Influen	290	25.7	1128	100.0

Varied Clinical Experience

X30	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	2	.	.	.
V.Little Influen	177	15.6	177	15.6
Little Influence	124	11.0	301	26.6
Influence	233	20.6	534	47.2
Great Influence	304	26.9	838	74.1
V.Great Influen	293	25.9	1131	100.0

Specialized Military Training

X31	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	1	.	.	.
V.Little Influen	227	20.1	227	20.1
Little Influence	157	13.9	384	33.9
Influence	283	25.0	667	58.9
Great Influence	241	21.3	908	80.2
V.Great Influen	224	19.8	1132	100.0

Nurse Retention in the U.S. Army Reserve
One-Way Frequency Tables

Promotion Opportunities

X32	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	6	.	.	.
V.Little Influen	151	13.4	151	13.4
Little Influence	131	11.6	282	25.0
Influence	245	21.7	527	46.8
Great Influence	307	27.2	834	74.0
V.Great Influen	293	26.0	1127	100.0

Type of Work

X33	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	10	.	.	.
V.Dissatisfied	101	9.0	101	9.0
Dissatisfied	129	11.5	230	20.5
Indifferent	315	28.0	545	48.5
Satisfied	300	26.7	845	75.2
V.Satisfied	278	24.8	1123	100.0

Supervision of Activities

X34	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	5	.	.	.
V.Dissatisfied	99	8.8	99	8.8
Dissatisfied	139	12.3	238	21.1
Indifferent	317	28.1	555	49.2
Satisfied	323	28.6	878	77.8
V.Satisfied	250	22.2	1128	100.0

Training for Leadership

X35	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	2	.	.	.
V.Dissatisfied	199	17.6	199	17.6
Dissatisfied	184	16.3	383	33.9
Indifferent	315	27.9	698	61.7
Satisfied	250	22.3	950	84.0
V.Satisfied	161	16.0	1111	100.0

Nurse Retention in the U.S. Army Reserve
One-Way Frequency Tables

Teamwork & Cooperation

X36	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	4	.	.	.
V.Dissatisfied	152	13.5	152	13.5
Dissatisfied	201	17.8	353	31.3
Indifferent	309	27.4	662	58.6
Satisfied	278	24.6	940	83.3
V.Satisfied	189	16.7	1129	100.0

Communication of Upcoming Events

X37	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	3	.	.	.
V.Dissatisfied	250	22.1	250	22.1
Dissatisfied	245	21.7	495	43.8
Indifferent	329	29.1	824	72.9
Satisfied	214	18.9	1038	91.9
V.Satisfied	92	8.1	1130	100.0

Procedure for OERs

X38	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	11	.	.	.
V.Dissatisfied	180	16.0	180	16.0
Dissatisfied	12	18.9	392	34.9
Indifferent	344	30.7	736	65.6
Satisfied	260	23.2	996	88.8
V.Satisfied	126	11.2	1122	100.0

Resource Availability

X39	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	9	.	.	.
V.Dissatisfied	288	25.6	288	25.6
Dissatisfied	275	24.5	563	50.1
Indifferent	325	28.9	888	79.0
Satisfied	152	13.5	1040	92.5
V.Satisfied	84	7.5	1124	100.0

Nurse Retention in the U.S. Army Reserve
One-Way Frequency Tables

Morale

X40	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	8	.	.	.
V. Dissatisfied	194	17.2	194	17.2
Dissatisfied	229	20.4	423	37.6
Indifferent	356	31.6	779	69.2
Satisfied	229	20.4	1008	89.6
V. Satisfied	117	10.4	1125	100.0

Flexible Alternatives

X41	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	4	.	.	.
V. Dissatisfied	306	27.1	306	27.1
Dissatisfied	220	19.5	526	46.6
Indifferent	235	20.8	761	67.4
Satisfied	194	17.2	955	84.6
V. Satisfied	174	15.4	1129	100.0

Leadership Skills

X42	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	25	.	.	.
V. Dissatisfied	132	11.9	132	11.9
Dissatisfied	144	13.0	276	24.9
Indifferent	292	26.4	568	51.3
Satisfied	272	24.5	840	75.8
V. Satisfied	268	24.2	1108	100.0

Independence

X43	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	11	.	.	.
V. Dissatisfied	129	11.5	129	11.5
Dissatisfied	166	14.8	295	26.3
Indifferent	304	27.1	599	53.4
Satisfied	310	27.6	909	81.0
V. Satisfied	213	19.0	1122	100.0

Nurse Retention in the U.S. Army Reserve
One-Way Frequency Tables

Amount of Work

X44	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	5	.	.	.
V.Dissatisfied	85	7.5	85	7.5
Dissatisfied	127	11.3	212	18.8
Indifferent	410	36.3	622	55.1
Satisfied	319	28.3	941	83.4
V.Satisfied	187	16.6	1128	100.0

Military Training

X45	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	3	.	.	.
V.Dissatisfied	135	11.9	135	11.9
Dissatisfied	205	18.1	340	30.1
Indifferent	387	34.2	727	64.3
Satisfied	273	24.2	1000	88.5
V.Satisfied	130	11.5	1130	100.0

Teamwork & Cooperation

X46	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	15	.	.	.
V.Dissatisfied	106	9.5	106	9.5
Dissatisfied	180	16.1	286	25.6
Indifferent	339	30.3	625	55.9
Satisfied	304	27.2	929	83.1
V.Satisfied	189	16.9	1118	100.0

Concern from Unit Leaders

X47	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	9	.	.	.
V.Dissatisfied	175	15.6	175	15.6
Dissatisfied	220	19.6	395	35.1
Indifferent	323	28.7	718	63.9
Satisfied	258	23.0	976	86.8
V.Satisfied	148	13.2	1124	100.0

Nurse Retention in the U.S. Army Reserve
One-Way Frequency Tables

Clarity of Assignment

X48	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	12	.	.	.
V.Dissatisfied	150	13.4	150	13.4
Dissatisfied	137	12.2	287	25.6
Indifferent	314	28.0	601	53.6
Satisfied	313	27.9	914	81.5
V.Satisfied	207	18.5	1121	100.0

Info. about Opportunities

X49	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	21	.	.	.
V.Dissatisfied	272	24.5	272	24.5
Dissatisfied	281	25.3	553	49.7
Indifferent	273	24.6	826	74.3
Satisfied	201	18.1	1027	92.4
V.Satisfied	85	7.6	1112	100.0

Sense of Belonging - Unit

X50	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	10	.	.	.
V.Dissatisfied	125	11.1	125	11.1
Dissatisfied	142	12.6	267	23.8
Indifferent	306	27.2	573	51.0
Satisfied	310	27.6	883	78.6
V.Satisfied	240	21.4	1123	100.0

Pay Procedures

X51	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	3	.	.	.
V.Dissatisfied	143	12.7	143	12.7
Dissatisfied	118	10.4	261	23.1
Indifferent	254	22.5	515	45.6
Satisfied	337	29.8	852	75.4
V.Satisfied	278	24.6	1130	100.0

Nurse Retention in the U.S. Army Reserve
One-Way Frequency Tables

Full-Time Personnel Work

X52	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	11			
V.Dissatisfied	216	19.3	216	19.3
Dissatisfied	203	18.1	419	37.3
Indifferent	323	28.8	742	66.1
Satisfied	235	20.9	977	87.1
V.Satisfied	145	12.9	1122	100.0

Quality of Learning

X53	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	16			
V.Dissatisfied	112	10.0	112	10.0
Dissatisfied	162	14.5	274	24.5
Indifferent	339	30.3	613	54.9
Satisfied	309	27.7	922	82.5
V.Satisfied	195	17.5	1117	100.0

Freedom Flexible Training

X54	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	9			
V.Dissatisfied	174	15.5	174	15.5
Dissatisfied	187	16.6	361	32.1
Indifferent	358	31.9	719	64.0
Satisfied	261	23.2	980	87.2
V.Satisfied	144	12.8	1124	100.0

Importance of Work to Unit

X55	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	4			
V.Dissatisfied	115	10.2	115	10.2
Dissatisfied	163	14.4	278	24.6
Indifferent	352	31.2	630	55.8
Satisfied	268	23.7	898	79.5
V.Satisfied	231	20.5	1129	100.0

Nurse Retention in the U.S. Army Reserve
One-Way Frequency Tables

Care of Combat Casualties

X56	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	7	.	.	.
V.Dissatisfied	205	18.2	205	18.2
Dissatisfied	251	22.3	456	40.5
Indifferent	342	30.4	798	70.9
Satisfied	224	19.9	1022	90.8
V.Satisfied	104	9.2	1126	100.0

Peer Relationships

X57	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	14	.	.	.
V.Dissatisfied	138	12.3	138	12.3
Dissatisfied	146	13.0	284	25.4
Indifferent	352	31.5	636	56.8
Satisfied	284	25.4	920	82.2
V.Satisfied	199	17.8	1119	100.0

Performance Feedback

X58	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	10	.	.	.
V.Dissatisfied	135	12.0	135	12.0
Dissatisfied	186	16.6	321	28.6
Indifferent	389	34.6	710	63.2
Satisfied	277	24.7	987	87.9
V.Satisfied	136	12.1	1123	100.0

Paperwork Efficiency

X59	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	14	.	.	.
V.Dissatisfied	325	29.0	325	29.0
Dissatisfied	248	22.2	573	51.2
Indifferent	285	25.5	858	76.7
Satisfied	187	16.7	1045	93.4
V.Satisfied	74	6.6	1119	100.0

Nurse Retention in the U.S. Army Reserve
One-Way Frequency Tables

Sense of Belonging - Reserve

X60	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	6	.	.	.
V.Dissatisfied	99	8.8	99	8.8
Dissatisfied	131	11.6	230	20.4
Indifferent	331	29.4	561	49.8
Satisfied	303	26.9	864	76.7
V.Satisfied	263	23.3	1127	100.0

Flexible Attitudes

X61	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	3	.	.	.
V.Dissatisfied	169	15.0	169	15.0
Dissatisfied	260	23.0	429	38.0
Indifferent	415	36.7	844	74.7
Satisfied	204	18.1	1048	92.7
V.Satisfied	82	7.3	1130	100.0

Unit Cohesion

X62	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	16	.	.	.
V.Dissatisfied	87	7.8	87	7.8
Dissatisfied	159	14.2	246	22.0
Indifferent	339	30.3	585	52.4
Satisfied	332	29.7	917	82.1
V.Satisfied	200	17.9	1117	100.0

Is Work Together Encouraged?

X63	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	9	.	.	.
V.Dissatisfied	97	8.6	97	8.6
Dissatisfied	201	17.9	298	26.5
Indifferent	418	37.2	716	63.7
Satisfied	292	26.0	1008	89.7
V.Satisfied	116	10.3	1124	100.0

Nurse Retention in the U.S. Army Reserve
One-Way Frequency Tables

Physical Surroundings

X64	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	8	.	.	.
V.Dissatisfied	213	18.9	213	18.9
Dissatisfied	229	20.4	442	39.3
Indifferent	410	36.4	852	75.7
Satisfied	203	18.0	1055	93.8
V.Satisfied	70	6.2	1125	100.0

Additional Income

X65	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	1	.	.	.
V.Unimportant	55	4.9	55	4.9
Unimportant	70	6.2	125	11.0
Indifferent	160	14.1	285	25.2
Important	248	21.9	533	47.1
V.Important	599	52.9	1132	100.0

Money For Degree

X66	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	3	.	.	.
V.Unimportant	497	44.0	497	44.0
Unimportant	153	13.5	650	57.5
Indifferent	150	13.3	800	70.8
Important	139	12.3	939	83.1
V.Important	191	16.9	1130	100.0

Funds for Continuing Education

X67	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	4	.	.	.
V.Unimportant	303	26.8	303	26.8
Unimportant	125	11.1	428	37.9
Indifferent	192	17.0	620	54.9
Important	202	17.9	822	72.8
V.Important	307	27.2	1129	100.0

Nurse Retention in the U.S. Army Reserve
One-Way Frequency Tables

Travel

X68	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	4	.	.	.
V.Unimportant	149	13.2	149	13.2
Unimportant	135	12.0	284	25.2
Indifferent	243	21.5	527	46.7
Important	290	25.7	817	72.4
V.Important	312	27.6	1129	100.0

Serve Country

X69	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	10	.	.	.
V.Unimportant	56	5.0	56	5.0
Unimportant	63	5.6	119	10.6
Indifferent	207	18.4	326	29.0
Important	343	30.5	669	59.6
V.Important	454	40.4	1123	100.0

Retirement Benefits

X70	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	20	.	.	.
V.Unimportant	47	4.2	47	4.2
Unimportant	52	4.7	99	8.9
Indifferent	118	10.6	217	19.5
Important	227	20.4	444	39.9
V.Important	669	60.1	1113	100.0

PX & Commissary Privileges

X71	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	2	.	.	.
V.Unimportant	209	18.5	209	18.5
Unimportant	175	15.5	384	34.0
Indifferent	309	27.3	693	61.3
Important	241	21.3	934	82.6
V.Important	197	17.4	1131	100.0

Nurse Retention in the U.S. Army Reserve
One-Way Frequency Tables

Enhance Self-Worth

X72	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	2	.	.	.
V.Unimportant	116	10.3	116	10.3
Unimportant	119	10.5	235	20.8
Indifferent	281	24.8	516	45.6
Important	330	29.2	846	74.8
V.Important	285	25.2	1131	100.0

Recognition of Work

X73	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	2	.	.	.
V.Unimportant	104	9.2	104	9.2
Unimportant	129	11.4	233	20.6
Indifferent	303	26.8	536	47.4
Important	315	27.9	851	75.2
V.Important	280	24.8	1131	100.0

Professional Contacts

X74	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	9	.	.	.
V.Unimportant	98	8.7	98	8.7
Unimportant	129	11.5	227	20.2
Indifferent	306	27.2	533	47.4
Important	326	29.0	859	76.4
V.Important	265	23.6	1124	100.0

Acquaintances/Friendships

X75	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	4	.	.	.
V.Unimportant	65	5.8	65	5.8
Unimportant	94	8.3	159	14.1
Indifferent	304	26.9	463	41.0
Important	351	31.1	814	72.1
V.Important	315	27.9	1129	100.0

Nurse Retention in the U.S. Army Reserve
One-Way Frequency Tables

Group Membership

X76	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	3	.	.	.
V.Unimportant	129	11.4	129	11.4
Unimportant	193	17.1	322	28.5
Indifferent	320	28.3	642	56.8
Important	280	24.8	922	81.6
V.Important	208	18.4	1130	100.0

Leadership Experiences

X77	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	5	.	.	.
V.Unimportant	84	7.4	84	7.4
Unimportant	92	8.2	176	15.6
Indifferent	246	21.8	422	37.4
Important	352	31.2	774	68.6
V.Important	354	31.4	1128	100.0

Clinical Experiences

X78	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	5	.	.	.
V.Unimportant	112	9.9	112	9.9
Unimportant	128	11.3	240	21.3
Indifferent	260	23.0	500	44.3
Important	319	28.3	819	72.6
V.Important	309	27.4	1128	100.0

Specialized Military Training

X79	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	8	.	.	.
V.Unimportant	103	9.2	103	9.2
Unimportant	144	12.8	247	22.0
Indifferent	301	26.8	548	48.7
Important	300	26.7	848	75.4
V.Important	277	24.6	1125	100.0

Nurse Retention in the U.S. Army Reserve
One-Way Frequency Tables

Promotion Opportunities

X80	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	34	.	.	.
V.Unimportant	72	6.6	72	6.6
Unimportant	76	6.9	148	13.5
Indifferent	212	19.3	360	32.8
Important	338	30.8	698	63.5
V.Important	401	36.5	1099	100.0

Do More Than Req'd By Drill

X81	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	10	.	.	.
Never	11	1.0	11	1.0
Infrequently	164	14.6	175	15.6
Frequently	367	32.7	542	48.3
Very Frequently	242	21.5	784	69.8
Almost Always	339	30.2	1123	100.0

Flexibility For Drill From Unit

X82	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	11	.	.	.
Not At All	73	6.5	73	6.5
Not Very	180	16.0	253	22.5
Somewhat	374	33.3	627	55.9
Very	333	29.7	960	85.6
Extremely	162	14.4	1122	100.0

Committment to Nurse Corps

X83	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	7	.	.	.
Not At All	28	2.5	28	2.5
Not Very	61	5.4	89	7.9
Somewhat	229	20.3	318	28.2
Very	411	36.5	729	64.7
Extremely	397	35.3	1126	100.0

Nurse Retention in the U.S. Army Reserve
One-Way Frequency Tables

Proud to be in Nurse Corps?

X84	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	10	.	.	.
Not At All	14	1.2	14	1.2
Not Very	43	3.8	57	5.1
Somewhat	160	14.2	217	19.3
Very	428	38.1	645	57.4
Extremely	478	42.6	1123	100.0

Next 1 Year Plan

X85	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	9	.	.	.
Remain As Is	852	75.8	852	75.8
Trans. Res. Comp	76	6.8	928	82.6
Trans. Active Army	14	1.2	942	83.8
Trans. AF or Nav	28	2.5	970	86.3
Apply for AGR	19	1.7	989	88.0
Transfer to IMA	28	2.5	1017	90.5
Transfer to IRR	65	5.8	1082	96.3
Leave	23	2.0	1105	98.3
Retire	19	1.7	1124	100.0

Career Intentions

X86	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	8	.	.	.
Def. Stay - Reti	556	49.4	556	49.4
Prob. Stay-Retire	316	28.1	872	77.5
Def. Stay-NRetire	51	4.5	923	82.0
Prob. Stay-NRetir	84	7.5	1007	89.5
Prob. Leave	75	6.7	1082	96.2
Def. Leave	43	3.8	1125	100.0

Nurse Retention in the U.S. Army Reserve
One-Way Frequency Tables

Year of Dissatification

X87	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	19	.	.	.
Not Dissatisfied	344	30.9	344	30.9
First	240	21.5	584	52.4
Second	94	8.4	678	60.9
Third	90	8.1	768	68.9
Fourth	59	5.3	827	74.2
Fifth	33	3.0	860	77.2
Sixth	34	3.1	894	80.3
Seventh >=	220	19.7	1114	100.0

Total Good Years

X88	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	8	.	.	.
<= 1	29	2.6	29	2.6
1-2	86	7.6	115	10.2
2-3	84	7.5	199	17.7
3-6	212	18.8	411	36.5
6-10	233	20.7	644	57.2
10-16	270	24.0	914	81.2
16-20	110	9.8	1024	91.0
20 <=	101	9.0	1125	100.0

Points For Last Year

X89	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	32	.	.	.
1-15	23	2.1	23	2.1
16-30	15	1.4	38	3.5
31-45	25	2.3	63	5.7
46-60	361	32.8	424	38.5
61-75	390	35.4	814	73.9
76 <=	287	26.1	1101	100.0

Nurse Retention in the U.S. Army Reserve
One-Way Frequency Tables

Reasons For Leaving

X90	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	34	.	.	.
Not Planning	761	69.2	761	69.2
Overworked	6	0.5	767	69.8
Conflicts - Fami	60	5.5	827	75.3
Conflicts - Job	40	3.6	867	78.9
Boring	62	5.6	929	84.5
Health	12	1.1	941	85.6
No Educ. Support	29	2.6	970	88.3
No Prof. Meeting	21	1.9	991	90.2
Unfair Treatment	27	2.5	1018	92.6
Other Reasons	81	7.4	1099	100.0

Conflicts With Civilian Job

X91	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	17	.	.	.
None	670	60.0	670	60.0
Abs-Drill Wkends	103	9.2	773	69.3
Abs-Annual Trng	184	16.5	957	85.8
Abs-MilitaryMeet	16	1.4	973	87.2
Abs-Add.MiliMeet	60	5.4	1033	92.6
Other Reasons	83	7.4	1116	100.0

Flex from Civil. Supervisor

X92	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	43	.	.	.
Not At All	31	2.8	31	2.8
Not Very	51	4.7	82	7.5
Somewhat	248	22.8	330	30.3
Very	382	35.0	712	65.3
Extremely	378	34.7	1090	100.0

Nurse Retention in the U S. Army Reserve
One-Way Frequency Tables

Overall Satisfaction

X93	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	6	.	.	.
Very Dissatisfie	60	5.3	60	5.3
Dissatisfied	157	13.9	217	19.3
Neither	205	18.2	422	37.4
Satisfied	476	42.2	898	79.7
Very Satisfied	229	20.3	1127	100.0

Children At Home

X94	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	3	.	.	.
None	436	38.6	436	38.6
1-2	522	46.2	958	84.8
3-4	160	14.2	1118	98.9
5 +	12	1.1	1130	100.0

Marital Status

X95	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	3	.	.	.
Single	229	20.3	229	20.3
Married	700	61.9	929	82.2
Separated	21	1.9	950	84.1
Divorced	169	15.0	1119	99.0
Widowed	11	1.0	1130	100.0

Years Spouse in Military

X96	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	3	.	.	.
Does not apply	650	57.5	650	57.5
1-2	34	3.0	684	60.5
3-5	88	7.8	772	68.3
6-10	100	8.8	872	77.2
11-20	163	14.4	1035	91.6
21 +	95	8.4	1130	100.0

Nurse Retention in the U.S. Army Reserve
One-Way Frequency Tables

Age

X97	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	4	.	.	.
<= 20	5	0.4	5	0.4
21-30	69	6.1	74	6.6
31-40	556	49.2	630	55.8
41-50	407	36.0	1037	91.9
51 >=	92	8.1	1129	100.0

Sex

X98	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	8	.	.	.
Female	873	77.6	873	77.6
Male	252	22.4	1125	100.0

Absence for Weekend Drill

X99	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	7	.	.	.
Not a Problem	526	46.7	526	46.7
Slight	301	26.7	827	73.4
Somewhat	242	21.5	1069	94.9
Serious	41	3.6	1110	98.6
Very Serious	16	1.4	1126	100.0

Absence For Annual Drill

X100	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Missing	12	.	.	.
Not a Problem	392	35.0	392	35.0
Slight	285	25.4	677	60.4
Somewhat	317	28.3	994	88.7
Serious	78	7.0	1072	95.6
Very Serious	49	4.4	1121	100.0

APPENDIX B: Questionnaire

NURSE RETENTION
in the
UNITED STATES ARMY RESERVE

Sponsored by: United States Army
Recruiting Command

Conducted by: Dr. Jean R. Miller
Dr. Carol A. Ashton

Survey Approval Authority: U.S. Army Soldier Support Center

Survey Control Number: ATNC-MOA-88-56

RCS: MILPC-3

NURSE RETENTION IN THE USAR

Purpose

The purpose of this study is to increase understanding about the factors that affect nurse retention in the USAR. The questionnaire is divided into six sections: demographic factors, recruitment, satisfaction, benefits, retention, and family responsibilities. It should take you between 15 to 30 minutes to answer the questions.

Instructions

A separate scoring sheet is provided to record your answers to the items on this questionnaire. Within one week of receipt, please return only the computerized answer sheet and your responses to the open-ended questions in the preaddressed, stamped envelope. To ensure accurate coding of your responses:

1. Use a #2 pencil;
2. Completely fill-in the circle that represents your answer;
3. Do not make any stray marks on your answer sheet; and
4. DO NOT FOLD the answer sheet when you return it (it will be run through a scanner).

Instructions are provided throughout the questionnaire when there is a change in format. Again, please use a #2 pencil and do not fold the answer sheet when you return it.

Public Law 93-573, called the Privacy Act of 1974, requires that you be informed of the purpose and uses to be made of the information that is collected. The Department of Army may collect the information in this survey under the authority of 10 United States Code 137.

Providing information in this questionnaire is voluntary. Failure to respond to any particular question will not result in any penalty for the respondent.

The questionnaires and answer sheets have been coded for follow-up purposes only. The results will be reported as group data so that individual responses will not be identified. The information collected in this survey will be used for research and analysis purposes only. LTC Jean R. Miller, under guidance from USAREC, has primary responsibility for this research and analysis.

Please return the questionnaire to: Nurse Retention Study, University of Utah College of Nursing, 25 S. Medical Drive, Salt Lake City, UT 84112

If you have questions about the study, please feel free to contact Dr. Jean R. Miller, University of Rhode Island College of Nursing, Kingston, RI 02881; phone number (401)792-2766.

DEMOGRAPHICS

1. In what type of reserve unit are you assigned?
 - 0 Station hospital
 - 1 Field hospital
 - 2 Combat support hospital
 - 3 Evacuation hospital
 - 4 General hospital
 - 5 United States Army hospital
 - 6 Headquarters (state HQ, Army HQ, hospital center, ARCOM, GOCOM, medical group, or brigade)
 - 7 Nonmedical unit
2. In which Army region is your reserve unit located?
 - 0 1st Army
 - 1 2nd Army
 - 2 4th Army
 - 3 5th Army
 - 4 6th Army
 - 5 Alaska
 - 6 I don't know
3. What is your current rank?
 - 0 Second Lieutenant
 - 1 First Lieutenant
 - 2 Captain
 - 3 Major
 - 4 Lieutenant Colonel
 - 5 Colonel
4. How many total years have you been in the military?
 - 0 Less than 1 year
 - 1 1-4 years
 - 2 5-9 years
 - 3 10-14 years
 - 4 15-19 years
 - 5 20-24 years
 - 6 25-30 years
5. How many years have you been on active duty?
 - 0 Less than 1 year
 - 1 1-4 years
 - 2 5-9 years
 - 3 10-14 years
 - 4 15-19 years
 - 5 20-24 years
 - 6 25-30 years
6. How many years have you been in the Reserve?
 - 0 Less than 1 year
 - 1 1-4 years
 - 2 5-9 years
 - 3 10-14 years
 - 4 15-19 years
 - 5 20-24 years
 - 6 25-30 years
7. How many miles is it from your home to your unit meetings/drills?
 - 0 1-9 miles
 - 1 10-19 miles
 - 2 20-29 miles
 - 3 30-39 miles
 - 4 40-49 miles
 - 5 50-59 miles
 - 6 60-69 miles
 - 7 70-79 miles
 - 8 80-89 miles
 - 9 90 or more miles
8. What is your area of concentration (ACC) in the Reserve?
 - 0 66A (nurse administrator)
 - 1 66B (community health nurse)
 - 2 66C (psychiatric/mental health nurse)
 - 3 66D (pediatric nurse)
 - 4 66E (operating room nurse)
 - 5 66F (nurse anesthetist)
 - 6 66G (obstetric/gynecological nurse)
 - 7 66H (medical-surgical nurse)
 - 8 66J (clinical nurse)
9. What is the primary position you hold in your unit?
 - 0 Staff nurse
 - 1 Assistant head nurse
 - 2 Head Nurse
 - 3 Supervisor
 - 4 Assistant chief nurse
 - 5 Chief nurse
 - 6 Educational coordinator (NESD section)
 - 7 Other duty not in the nurse chain of command (i.e., S3, weight control, unit projects)
 - 8 Not assigned to a definite position

Demographics continued:

10. What is the highest military course you have completed?
 - 0 Have not completed any of the following courses
 - 1 AMEDD officer basic
 - 2 AMEDD officer advanced
 - 3 Command and general staff
 - 4 Army war college
11. What is your civilian employment status? (SELECT ONLY ONE)
 - 0 Full-time in nursing
 - 1 Part-time in nursing
 - 2 Full-time not nursing
 - 3 Part-time not nursing
 - 4 Not currently employed
 - 5 Retired
 - 6 Student
12. What is your place of civilian employment?
 - 0 Not currently employed in nursing
 - 1 Hospital
 - 2 Nursing home
 - 3 School of nursing
 - 4 HMO/free standing clinic
 - 5 Community/home/public health/occupational health
 - 6 Office nurse (physician/dentist)
 - 7 Private practice
13. What type of civilian position do you hold?
 - 0 Not currently employed in nursing
 - 1 Staff nurse
 - 2 Head nurse
 - 3 Administrator/Supervisor
 - 4 Educator
 - 5 Researcher
 - 6 Nurse/Practitioner
 - 7 Clinical Specialist (Master's degree or above)
 - 8 Consultant
14. What is the highest level of education you have completed?
 - 0 Diploma
 - 1 Associate Degree
 - 2 Baccalaureate in Nursing
 - 3 Baccalaureate in other field
 - 4 Master's in Nursing
 - 5 Master's in other field
 - 6 Doctorate in Nursing
 - 7 Doctorate in other field
15. What is your racial/ethnic background?
 - 0 White, not of Spanish/Hispanic origin
 - 1 Black, not of Spanish/Hispanic origin
 - 2 Spanish/Hispanic
 - 3 Asian or Pacific Islander
 - 4 American Indian, Aleut, Eskimo
 - 5 Other

RECRUITMENT

Instructions: The following items are statements about what influenced you to join the Reserve. Please indicate how much each item influenced you. Lower numbers indicate very little influence; higher numbers indicate very great influence. For example, if an item had very little influence, you would darken 1; if an item had very great influence, you would darken 5.

How much did the following benefits influence you to join the Reserve?	Very Little Influence			Very Great Influence	
	1	2	3	4	5
16. Additional income.	1	2	3	4	5
17. Money to pursue a degree.	1	2	3	4	5
18. Money to pay an educational loan.	1	2	3	4	5
19. Funds for continuing education courses.	1	2	3	4	5
20. Travel.	1	2	3	4	5

Recruitment continued:

How much did the following benefits influence you to join the Reserve?	Very Little Influence			Very Great Influence		
21. Opportunity to serve my country.	1	2	3	4	5	
22. Military retirement benefits.	1	2	3	4	5	
23. Exchange (PX) and commissary privileges.	1	2	3	4	5	
24. Means to enhance my self-worth.	1	2	3	4	5	
25. Professional recognition for my work.	1	2	3	4	5	
26. Professional contacts.	1	2	3	4	5	
27. Acquaintances/friendships.	1	2	3	4	5	
28. Group membership identity.	1	2	3	4	5	
29. Leadership experience.	1	2	3	4	5	
30. Varied clinical experiences.	1	2	3	4	5	
31. Specialized military training.	1	2	3	4	5	
32. Promotion opportunities.	1	2	3	4	5	

SATISFACTION

Instructions: The following items are statements about your military nursing responsibilities and the environment in your Reserve unit. Please indicate how satisfied you are with each statement. Lower numbers indicate dissatisfaction; higher numbers indicate satisfaction. For example, if you are very dissatisfied with the first statement, you would darken 1; if you are very satisfied with the first statement, you would darken 5.

How satisfied are you with the following areas in <u>your unit</u> ?	Very Dissatisfied			Very Satisfied		
33. The type of work assigned to me.	1	2	3	4	5	
34. Supervision of my activities during drills.	1	2	3	4	5	
35. Training for leadership responsibilities.	1	2	3	4	5	
36. Teamwork and cooperation in my unit.	1	2	3	4	5	
37. Communication about upcoming events.	1	2	3	4	5	
38. Procedure for administering Officer Evaluation Ratings (OERs).	1	2	3	4	5	
39. Resources I am given to support duties assigned to me (i.e., human and/or material).	1	2	3	4	5	
40. Morale in my unit.	1	2	3	4	5	
41. Flexible alternatives for annual training.	1	2	3	4	5	
42. Leadership skills of the chief nurse.	1	2	3	4	5	
43. Opportunities to use independent thinking.	1	2	3	4	5	

Satisfaction continued:

How satisfied are you with the following areas in <u>your unit</u> ?	Very Dissatisfied		Very Satisfied		
44. The amount of work I am expected to do.	1	2	3	4	5
45. Training for military responsibilities (map reading, weapons qualification, NBC readiness).	1	2	3	4	5
46. Teamwork and cooperation in the unit Department of Nursing.	1	2	3	4	5
47. Unit leaders' concern about my welfare.	1	2	3	4	5
48. The clarity of what I am assigned to do during drills.	1	2	3	4	5
49. Information about opportunities that will enhance my military career.	1	2	3	4	5
50. Sense of belonging to my unit.	1	2	3	4	5
51. Pay procedures.	1	2	3	4	5
52. The way full-time manning personnel do their assignments.	1	2	3	4	5
53. Quality of learning experiences at annual training.	1	2	3	4	5
54. Freedom to use flexible training approaches.	1	2	3	4	5
55. The importance of my work to the unit.	1	2	3	4	5
56. Opportunity to learn how to care for combat casualties.	1	2	3	4	5
57. Peer relationships between nurses and doctors in my unit.	1	2	3	4	5
58. Feedback about my performance.	1	2	3	4	5
59. The way paperwork is handled (i.e., school applications, personnel file, orders).	1	2	3	4	5
60. Sense of belonging to the Army Reserve.	1	2	3	4	5
61. Attitudes that support flexible approaches to accomplish the unit mission.	1	2	3	4	5
62. Unit cohesion at annual training.	1	2	3	4	5
63. Ability of unit leaders to get people to work together.	1	2	3	4	5
64. Physical surroundings in my unit.	1	2	3	4	5

BENEFITS

Instructions: The following statements are benefits for belonging to the Reserve. Please indicate how important these benefits are to you. Lower numbers indicate very little importance; higher numbers indicate very important. For example, if the first statement is a benefit of very little importance to you, you would darken 1; if it is a benefit that is very important to you, you would darken 5.

How important are each of the following benefits to you?	Very Little Importance					Very Important
65. Additional income.	1	2	3	4	5	
66. Money to pursue a degree.	1	2	3	4	5	
67. Funds for continuing education courses.	1	2	3	4	5	
68. Travel.	1	2	3	4	5	
69. Opportunity to serve my country.	1	2	3	4	5	
70. Military retirement benefits.	1	2	3	4	5	
71. Exchange (PX) and commissary privileges.	1	2	3	4	5	
72. Means to enhance my self-worth.	1	2	3	4	5	
73. Recognition for my work.	1	2	3	4	5	
74. Professional contacts.	1	2	3	4	5	
75. Acquaintances/friendships.	1	2	3	4	5	
76. Group membership identity.	1	2	3	4	5	
77. Leadership experiences.	1	2	3	4	5	
78. Varied clinical experiences.	1	2	3	4	5	
79. Specialized military training.	1	2	3	4	5	
80. Promotion opportunities.	1	2	3	4	5	

RETENTION

Retention continued:

81. Overall, how often do you do more than what is expected of you at drills?

- 0 Never
- 1 Infrequently
- 2 Frequently
- 3 Very frequently
- 4 Almost always

82. How flexible is your unit when you need to make changes in your weekend drill schedule (for example, to split drills or an excused absence without pay)?

- 0 Not at all flexible
- 1 Not very flexible
- 2 Somewhat flexible
- 3 Very flexible
- 4 Extremely flexible

83. How committed are you to the Army Nurse Corps?

- 0 Not committed
- 1 Somewhat committed
- 2 Moderately committed
- 3 Highly committed
- 4 Very highly committed

84. How proud are you to tell others that you are an officer in the Army Nurse Corps?

- 0 Not proud
- 1 Somewhat proud
- 2 Moderately proud
- 3 Very proud
- 4 As proud as I can be

Retention continued:

85. Within the next year I plan to: (SELECT ONLY ONE)

- 0 Remain in current status
- 1 Transfer to another Reserve component
- 2 Transfer to the active Army
- 3 Transfer to the Air Force or Navy (reserve or active)
- 4 Apply for the Active Guard Reserve (AGR) program
- 5 Transfer to the Individual Mobilization Augmentee (IMA) program
- 6 Transfer to the Individual Ready Reserve (IRR)
- 7 Leave the military without retirement benefits
- 8 Retire (voluntary or mandatory)

86. Which of the following best describes your current career intentions with the Army Reserve? (SELECT ONLY ONE)

- 0 Definitely stay in the Army Reserve until retirement
- 1 Probably stay in the Army Reserve until retirement
- 2 Definitely stay in the Army Reserve beyond my present obligation but not necessarily to retirement
- 3 Probably stay in the Army Reserve beyond my present obligation but not necessarily to retirement
- 4 Probably leave on or before completion of my present obligation
- 5 Definitely leave on or before completion of my present obligation

87. If you have been dissatisfied with the Reserve, during what year of your military experience did this dissatisfaction first surface?

- 0 Have not been dissatisfied
- 1 First year
- 2 Second year
- 3 Third year
- 4 Fourth year
- 5 Fifth year
- 6 Sixth year
- 7 Seventh year or later

88. How many good years (50 points or more) have you been in the Reserve?

- 0 Less than 1 year
- 1 At least 1 but less than 2 years
- 2 At least 2 but less than 3 years
- 3 At least 3 but less than 6 years
- 4 At least 6 but less than 10 years
- 5 At least 10 but less than 16 years
- 6 At least 16 but less than 20 years
- 7 20 years or more

89. How many points did you accumulate last year?

- 0 1-15 points
- 1 16-30 points
- 2 31-45 points
- 3 46-60 points
- 4 61-75 points
- 5 76 or more points

90. If you are planning to leave the Reserve, which one of the following best describes your reason? (SELECT ONLY ONE)

- 0 Not planning to leave
- 1 Overworked in the unit
- 2 Conflicts with family responsibilities
- 3 Conflicts with civilian job responsibilities
- 4 Waste of my talents (boring)
- 5 Change in my health status
- 6 Lack of financial support for military educational opportunities
- 7 Lack of financial support to attend civilian professional meetings
- 8 Unfair treatment
- 9 Other reasons

91. If you have had conflicts with your civilian job responsibilities, what is the main source of this conflict? (SELECT ONLY ONE)

- 0 Do not have a conflict with any civilian job responsibilities
- 1 Absence from work for drill weekends
- 2 Absence from work for annual training
- 3 Absence from work for military meetings
- 4 Absence from work for additional military duties
- 5 Other reasons

Retention continued:

92. In planning your Army Reserve attendance, how flexible is your civilian job supervisor?

- 0 Not at all flexible
- 1 Not very flexible
- 2 Somewhat flexible
- 3 Very flexible
- 4 Extremely flexible

93. Overall, how satisfied are you with the Army Reserve?

- 0 Very dissatisfied
- 1 Dissatisfied
- 2 Neither satisfied nor dissatisfied
- 3 Satisfied
- 4 Very satisfied

FAMILY RESPONSIBILITIES

94. How many children currently live in your household?

- 0 None
- 1 1-2
- 2 3-4
- 3 5 or more

95. What is your marital status?

- 0 Single
- 1 Married
- 2 Separated
- 3 Divorced
- 4 Widowed

96. How many years has your spouse been involved with the military?

- 0 Does not apply
- 1 1-2 years
- 2 3-5 years
- 3 6-10 years
- 4 11-20 years
- 5 21 or more years

97. What is your age?

- 0 20 or less
- 1 21-30
- 2 31-40
- 3 41-50
- 4 51 or more

98. What is your gender?

- 0 Female
- 1 Male

99. How much of a problem for your family is absence for weekend drills?

- 0 Not a problem
- 1 A slight problem
- 2 Somewhat of a problem
- 3 A serious problem
- 4 A very serious problem

100. How much of a problem for your family is absence for annual training?

- 0 Not a problem
- 1 A slight problem
- 2 Somewhat of a problem
- 3 A serious problem
- 4 A very serious problem